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ABSTRACT

Part-time faculty members are a sizeable part of the workforce in postsecondary institutions today. Forty-two percent of all instructional faculty and staff were employed part time by their institutions in the fall of 1992, and 44 percent of those individuals were teaching in two-year institutions. Data from the 1993 National Study of Postsecondary Faculty provide valuable insight into the characteristics of this group of faculty from a national perspective. Responses were received from 817 eligible institutions and 25,780 faculty and staff members. A nationally representative sample of faculty and instructional staff received questionnaires in 1993 that asked about their employment in the fall of 1992. This report contains estimates of the characteristics, qualifications, motivations, work patterns, and attitudes of part-time instructional faculty and staff in four-year and two-year institutions by program area in fall 1992. The report compares part-time and full-time faculty, examines some common perceptions about part-time faculty, and provides a comprehensive source of descriptive statistics about part-time faculty. Appendixes contain technical notes and a glossary. (Contains 69 tables, 7 figures, and 23 references.) (SLD)

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Statistical Analysis Report March 2002

1993 National Study of Postsecondary Faculty
(NSOPF:93)

Part-Time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think

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NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report March 2002

1993 National Study of Postsecondary Faculty
(NSOPF:93)

Part-Time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think

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Executive Summary

Part-time faculty members are a sizable part of the workforce in postsecondary institutions today. Forty-two percent of all instructional faculty and staff were employed part time by their institution in the fall of 1992 (Kirshstein, Matheson, and Jing 1997). Two out of five (44 percent) of those employed part time were teaching in public 2-year institutions. Part-time instructional faculty and staff represented 62 percent of all instructional faculty and staff teaching for credit in public 2-year institutions during the fall of 1992 (Palmer 2000). That there has been an increase in the number and percentage of part-time faculty over the last 20 years is undeniable. The *Digest of Education Statistics* has tracked this increase over time (Snyder and Hoffman 2000).

What is perhaps surprising to some, however, is that we have very little historical information about the characteristics of part-time faculty overall and that we have even less information about the similarities and differences among part-time faculty members and between part-time and full-time faculty in general. One notable exception is Gappa and Leslie's (1993) *The Invisible Faculty*, which used data from the 1988 National Survey of Postsecondary Faculty (NSOPF:88) and interviews with part-time faculty members from around the country to describe their characteristics. They concluded that part-time faculty members were a diverse workforce and that they were even more diverse in many ways than full-time faculty, yet more similar to them than is often assumed.

Policymakers, administrators, researchers, and the public have become more concerned in recent years about the increase in part-time faculty. Part-time faculty members have become more vocal about what they see as inequitable treatment in the workplace and, in many states, have sought to unionize in an effort to improve working conditions, salary, and benefits (Saltzman 2000). As a result, understanding who part-time faculty members are, what they do, and what they think is becoming an increasingly important issue.

Data from the 1993 National Study of Postsecondary Faculty (NSOPF:93) provide valuable insight into the characteristics of this group of faculty from a national perspective. A nationally representative sample of faculty and instructional staff received questionnaires in 1993 that asked about their employment in the fall of 1992. These data add to our knowledge about the characteristics of part-time faculty overall and the similarities and differences among part-time faculty members and between part-time faculty and full-time faculty in general.

Specifically, this report presents estimates of the characteristics, qualifications, motivations, work patterns, and attitudes of part-time instructional faculty and staff in 4-year and 2-year institutions by program area for the fall of 1992. The report compares part-time faculty and full-time faculty, examines some of the common perceptions about part-time faculty, and provides a comprehensive source of descriptive statistics about part-time faculty characteristics.[1] This report is a valuable resource about part-time faculty in the United States. Gappa and Leslie (1993) provided data from the 1988 NSOPF, which up to this point has been the most comprehensive resource on part-time faculty available. In addition to providing an updated resource, this report offers researchers a resource for making comparisons with future NSOPF reports on part-time faculty.

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[1] Terminology related to full- and part-time instructional faculty and staff references the employment status of the person at the institution rather than the amount of instruction the person did. For brevity, the term "faculty" is used to refer to instructional faculty and staff.

Key Findings

Drawing from this report's compendium of descriptive statistics about part-time instructional faculty and staff available from NSOPF:93, we have identified five major findings:

- A higher proportion of part-time faculty members than full-time faculty members were female.
- There were differences between part-time faculty members in the humanities compared with part-time faculty members in other program areas.
- Part-time faculty members perceived lower levels of support from their institution than full-time faculty.
- About one-half (49 percent) of part-time faculty members also held full-time employment.
- Part-time faculty members had different motivations for part-time employment. Many of those employed part time wanted to be a part of an academic environment or preferred working part time. Still others worked part time because full-time work was unavailable or they were finishing their degrees.

These findings are discussed below.

Differences Among Part-Time Faculty

One of the strengths of postsecondary institutions is the variation among them. Just as it is preferable to distinguish among types of institutions, it is also preferable to distinguish among instructional faculty and staff who teach in them because patterns of faculty employment seem to be different in each sector (Clark 1997). In addition to the type of institution, the various academic disciplines act as somewhat unique "labor markets," affected in different ways by changing enrollments, doctoral pipeline patterns, gender composition of the faculty, and many other issues. As Clark has suggested, understanding faculty work may require disaggregation into the "small worlds" of the individual disciplines and the particular contexts of the many strata of institutions (Clark 1997).

Likewise, part-time instructional faculty and staff are not a homogeneous group. While it is true that part-time instructional faculty and staff were not generally in positions that had the same benefits, job security, and working conditions as full-time faculty, there was variation in their employment characteristics (such as academic rank, tenure status, type of appointment, and income). For example, about 30 percent of part-time instructional faculty and staff in 4-year institutions held academic ranks of assistant, associate, or full professor. Although the majority of those employed part time held the academic rank of instructor or lecturer, the variation across the academic ranks in 4-year institutions suggests that part-time faculty held different types of appointments at their institutions (table A).

In addition, the percentage of part-time instructional faculty and staff who held a doctorate or first-professional degree was higher in 4-year than in 2-year institutions, perhaps because the doctorate or first-professional degree is more often a requirement in 4-year institutions. Thirty-eight percent of part-time faculty in 4-year institutions held a doctorate or first-professional degree compared with 13 percent of those in 2-year institutions. Overall, about one-quarter of

Table A.—Percentage distribution of instructional faculty and staff, by academic rank, employment status, institution type, and program area: Fall 1992

	Academic rank				
Employment status, institution type, and program area	Full professor	Associate professor	Assistant professor	Instructor or lecturer	Other rank/not applicable
Part-time instructional faculty and staff	**8.6**	**6.0**	**6.4**	**69.2**	**9.8**
4-year institutions	12.3	9.0	9.8	58.7	10.1
Business, law, and communications	20.9	6.9	5.0	57.9	9.2
Humanities	7.7	4.4	5.8	74.0	8.2
Natural sciences and engineering	14.1	7.0	8.7	56.9	13.3
Social sciences and education	9.7	6.7	9.1	63.6	10.9
Vocational training	7.1	5.2	3.5	79.7	4.5
All other program areas*	11.1	14.7	15.3	49.2	9.7
2-year institutions	4.2	2.5	2.5	81.3	9.5
Business, law, and communications	3.1	2.5	4.1	80.8	9.5
Humanities	6.1	2.1	1.3	81.0	9.4
Natural sciences and engineering	4.2	2.7	2.3	81.3	9.6
Social sciences and education	4.8	4.1	3.1	76.7	11.4
Vocational training	1.0	2.7	0.6	89.9	5.8
All other program areas*	4.2	1.3	3.1	81.9	9.5
Full-time instructional faculty and staff	**30.4**	**23.4**	**23.5**	**16.2**	**6.4**
4-year institutions	33.6	26.4	26.9	9.8	3.5
Business, law, and communications	31.1	26.7	29.5	10.8	1.9
Humanities	36.1	25.8	21.8	13.4	2.9
Natural sciences and engineering	41.2	26.1	23.6	6.5	2.6
Social sciences and education	4.8	28.5	26.3	8.1	2.2
Vocational training	0.3	28.1	32.4	13.6	5.6
All other program areas*	27.3	25.3	30.7	11.2	5.6
2-year institutions	19.0	13.0	11.7	39.3	17.0
Business, law, and communications	20.3	11.9	11.4	40.1	16.4
Humanities	24.6	12.9	12.6	33.4	16.5
Natural sciences and engineering	20.5	14.0	11.2	38.3	15.9
Social sciences and education	18.7	18.1	12.3	29.7	21.1
Vocational training	12.5	6.1	4.5	65.6	11.3
All other program areas*	15.6	11.9	13.8	40.8	17.9

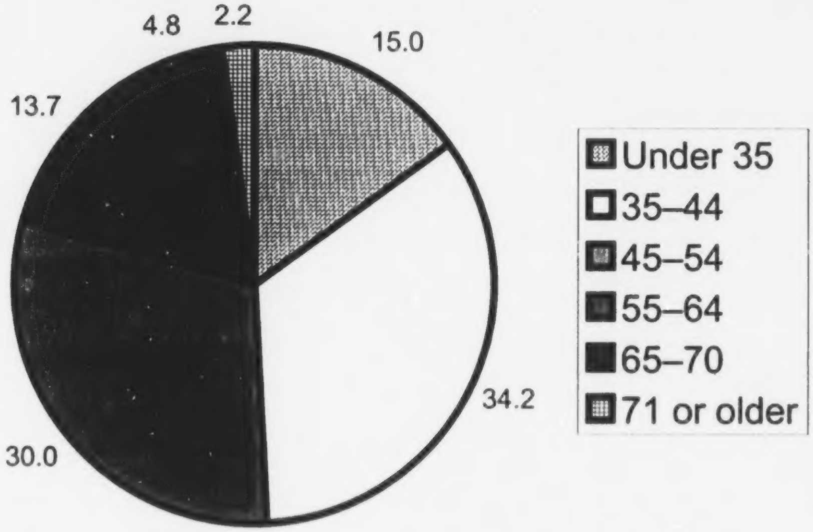
*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

part-time faculty members held a doctorate or first-professional degree. One-half of part-time instructional faculty and staff held a master's degree as their highest degree in the fall of 1992. In the fall of 1992, part-time faculty members were 46 years old on average, and full-time faculty were 48 years old on average. Seven percent of those employed part time were 65 or older. Part-time faculty were also distributed across the age ranges of people typically in mid-career: about one-third of part-time faculty were 35–44 years old (34 percent) or 45–54 years old (30 percent) (figure A).

Figure A.—Percentage distribution of part-time instructional faculty and staff, by age: Fall 1992



NOTE: Percentages may not total to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Gender

In the fall of 1992, part-time instructional faculty and staff were more likely to be female (45 percent) than were full-time instructional faculty and staff (33 percent), although the majority of both full- and part-time faculty were male (67 percent and 55 percent, respectively). About 45 percent of part-time faculty in 4-year institutions, part-time faculty in 2-year institutions, and full-time faculty in 2-year institutions were female, while 30 percent of the full-time faculty members in 4-year institutions were female.

Regardless of the type of institution, women were underrepresented in several program areas. In disciplines that have been historically male dominated, women held proportionately fewer positions, regardless of employment status. Among part-time faculty in 4-year institutions for example, 34 percent of instructional faculty and staff in business, law, and communications, and 25 percent of those in the natural sciences and engineering were women.

These broad categories of program areas may mask differences in specific disciplines, however. In *Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities* (Conley

1997), for example, NSOPF:93 data were presented separately for four disciplines that make up the humanities: English and literature, foreign languages, history, and philosophy and religion. Although the report focused only on full-time instructional faculty and staff, the data showed clear patterns among the humanities disciplines with respect to gender. Female faculty members were more likely to be employed in English and literature and foreign languages than in history or philosophy and religion.

Part-Time Faculty in the Humanities

In the fall of 1992, about 60 percent of those employed part time in the humanities were working part time because full-time employment was unavailable, a higher percentage than in most other program areas. Part-time faculty members may have selected multiple reasons for working part time, however. In 4-year institutions, part-time humanities faculty were more likely to be employed at the instructor or lecturer level than were part-time faculty in other program areas with the exception of social sciences and education, and vocational training. For example, while 74 percent of part-time humanities faculty in 4-year institutions held the academic rank of instructor or lecturer and 8 percent held the rank of full professor, 58 percent of part-time business, law, and communications faculty held the rank of instructor or lecturer and 21 percent held the rank of full professor (table A). Yet, there was no substantive difference across program areas in the number of years part-time faculty members in 4-year institutions have held their current job (6 years, table B). In both 4-year and 2-year institutions, a higher proportion of part-time humanities faculty reported that they were only employed by their sampled institution than part-time faculty members in other program areas with the exception of natural sciences and engineering faculty in 4-year institutions and social sciences and education faculty in 2-year institutions. Taken together, these data suggest that the employment characteristics of part-time instructional faculty and staff in the humanities were different from those employed part time in other program areas, especially in 4-year institutions.

Teaching and Support From the Institution

The majority (92 percent overall) of part-time instructional faculty and staff reported that their principal activity at their employing institution in the fall of 1992 was teaching, regardless of their program area of teaching or the type of institution in which they taught. Part-time instructional faculty and staff taught principally undergraduate students. On average, they taught 1.6 undergraduate courses per semester. A higher percentage of part-time faculty (86 percent) than full-time faculty (70 percent) reported teaching principally undergraduate students.

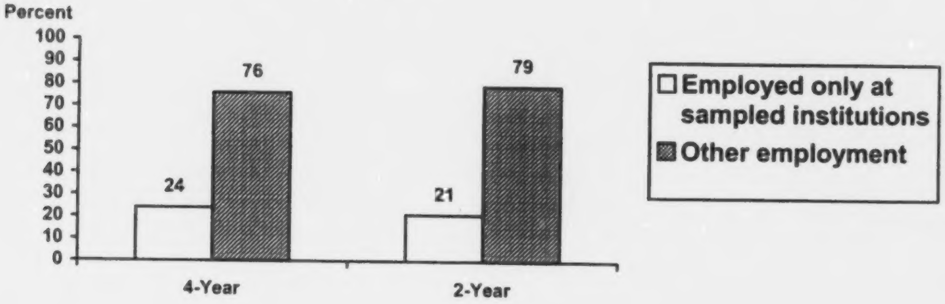
Part-time faculty perceived a lower level of support from their institution than full-time faculty. For example, only 3 percent of full-time instructional faculty and staff reported that office space was not available compared with 33 percent of those employed part time.

Ninety-four percent of those teaching part time agreed that teaching effectiveness should be the primary criterion for promotion. Seventy-nine percent of those teaching full time also agreed that teaching effectiveness should be the primary criterion for promotion.

Other Employment of Part-Time Faculty

Twenty-four percent of part-time instructional faculty and staff in 4-year institutions and 21 percent of those in 2-year institutions reported that their only employment in the fall of 1992 was part time at their current institution (figure B). In other words, about three-quarters had other

Figure B.—Percentage distribution of part-time instructional faculty and staff, by presence or absence of other employment during the fall term and type of institution: Fall 1992



NOTE: Percentages may not total to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

employment. Most part-time faculty who had other employment held only one other job. The average number of jobs held by part-time faculty was 1.7 (table B). Part-time faculty who supported themselves with three or more jobs constituted a small proportion of the part-time faculty population (12 percent in 2-year institutions and 14 percent in 4-year institutions). About one-half (49 percent) of part-time faculty members also held full-time employment.[2] More than one-half (64 percent) of part-time faculty who had more than one job reported that the employment status of their other main job was full time. Some (e.g., Fulton 2000) have argued that part-time faculty members who have full-time jobs in the field bring real-life experience to the classroom and can enhance program quality.

Motivations for Holding a Part-Time Position

NSOPF:93 asked those employed part time to identify their motivations for part-time employment. The answers provided a unique opportunity to examine and perhaps distinguish for the first time groups of part-time faculty from one another based on their motivations for holding part-time positions. Figure C shows the percentages of part-time instructional faculty and staff who reported each of several reasons.[3]

About 70 percent of part-time instructional faculty and staff in both 4-year and 2-year institutions cited "to be in academia" as a reason for holding part-time employment in the fall of 1992. Around one-half (54 percent in 4-year institutions and 50 percent in 2-year institutions) of part-time instructional faculty and staff said they preferred part-time employment. Seventy percent of part-time faculty who preferred part-time employment reported that their other main job was full-time.[4] To a majority of those employed part time, academia appears to bear at least some intrinsic value.

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[2] Not shown in table; U.S. Department of Education National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

[3] The question that asked respondents why they were working part time allowed multiple responses. As a result, respondents may be assigned to more than one category.

[4] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

Table B.— Average number of years instructional faculty and staff held their current job at a higher education institution and the average number of additional jobs held during the term, by employment status, institution type, and program area: Fall 1992

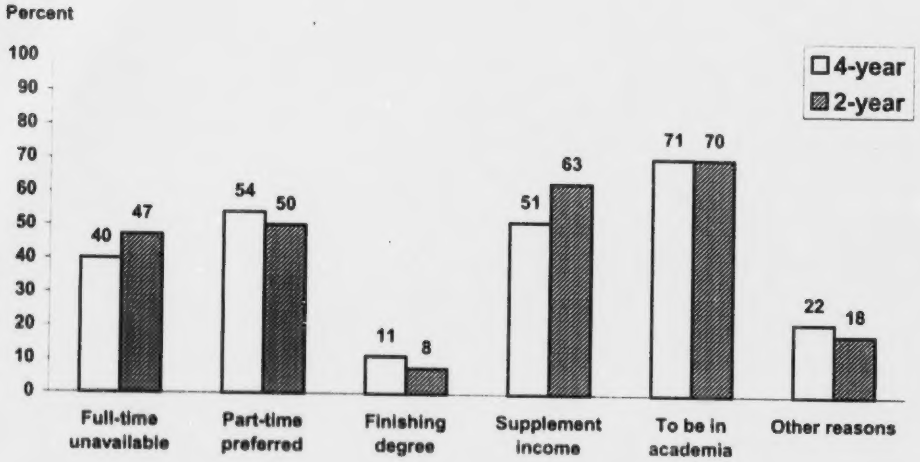
Employment status, institution type, and program area	Average years held current job	Average number of additional jobs held, fall 1992
Part-time instructional faculty and staff	**6.3**	**1.7**
4-year institutions	6.6	1.7
Business, law, and communications	6.5	1.6
Humanities	6.0	1.7
Natural sciences and engineering	6.3	1.5
Social sciences and education	5.4	1.6
Vocational training	5.3	1.5
All other program areas*	7.9	1.9
2-year institutions	5.9	1.6
Business, law, and communications	6.5	1.5
Humanities	5.5	1.7
Natural sciences and engineering	5.9	1.5
Social sciences and education	6.2	1.8
Vocational training	5.6	1.5
All other program areas*	5.7	1.9
Full-time instructional faculty and staff	**11.2**	**1.8**
4-year institutions	11.1	1.9
Business, law, and communications	9.7	1.9
Humanities	13.0	1.8
Natural sciences and engineering	12.3	1.9
Social sciences and education	11.5	1.9
Vocational training	10.5	1.6
All other program areas*	9.8	1.8
2-year institutions	11.5	1.6
Business, law, and communications	10.9	1.5
Humanities	12.8	1.5
Natural sciences and engineering	12.0	1.7
Social sciences and education	12.2	1.5
Vocational training	11.1	2.0
All other program areas*		

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Figure C.— Percentage of part-time instructional faculty and staff, by reasons for holding a part-time position and type of institution: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

On the other hand, a substantial percentage of those employed in 4-year institutions (40 percent) and in 2-year institutions (47 percent) reported that the lack of full-time employment was at least partially the reason why they were working part time. One-half (51 percent) of part-time faculty in 4-year institutions and 63 percent of those in 2-year institutions were working part time to supplement their income. About 10 percent of part-time faculty in both 4- and 2-year institutions said they were working part time because they were finishing their degrees.

Conclusion

The academic labor market is rapidly changing (Rhoades, 1998). Increases in part-time faculty and the possible negative impacts of these increases on the quality of the academy are areas of increasing concern (Lee, 1995; Grenzke, 1998). An understanding that not all part-time faculty are the same, just as not all full-time faculty are the same, is vital for those wrestling with how best to react to the altered academic labor market of the new millennium. NSOPF:93 data indicate that certain issues may be of particular concern when analyzing part-time faculty characteristics, work life, and attitudes. These issues include differences by gender, academic discipline, perceived level of support from the institution, presence or absence of full-time employment elsewhere, and motivations for accepting part-time employment.

Foreword

This report is one of several publications released from the 1993 National Study of Postsecondary Faculty (NSOPF:93) by the National Center for Education Statistics. NCES is pleased to sponsor analysis of the condition of faculty in postsecondary institutions. We hope the information in this report will be of interest to the research community and will stimulate discussions on faculty issues.

Baseline information on part-time faculty members employed in public and private not-for-profit 2-year and above institutions in the fall of 1992 are provided herein. A follow-up report on the status of part-time faculty members is planned for NSOPF: 99. We invite individuals to keep track of NSOPF publications through our Internet site at http://nces.ed.gov/surveys/nsopf and through our announcements to the higher education community.

Finally, researchers are strongly encouraged to conduct their own in-depth analysis of the NSOPF data.

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Introduction

Part-time faculty members are a sizable part of the workforce in postsecondary institutions today (Kirshstein, Matheson, and Jing 1997; Roey and Rak 1998). Forty-two percent of all instructional faculty and staff were employed part time by their institution in the fall of 1992 (tables 1 and 2). Two out of five (44 percent) of those employed part time were teaching in public 2-year institutions, representing 62 percent of all instructional faculty and staff teaching for credit in public 2-year institutions during the fall of 1992 (Palmer 2000). That there have been increases in the number and percentage of part-time faculty over the last twenty years is undeniable (Snyder and Hoffman 1999).

However, the issues surrounding an institution's decision to hire someone full- or part-time, and the reasons why individuals either seek, or choose to accept part-time employment are complex. The consequences of heavy reliance on part-time faculty in filling academic positions for institutions, for individuals aspiring to conventional academic careers, and for parents and students who may expect postsecondary education to be delivered by full-time faculty members may be substantial.

Gappa and Leslie (1997) suggest the increase in part-time instructional faculty and staff paralleled a rise in production of doctorates at least in part. On the other hand, Chronister (1999) cited the loss of control over mandatory retirement of full-time faculty as a reason for the increase in part-time faculty as institutions may have been forced to limit offers of tenure to younger faculty in the face of fiscal constraints. Fiscal stress, particularly the dramatic leveling off of state support for postsecondary education in the early 1990s contributed to the increase in part-time faculty (Chronister 1999; Gappa and Leslie 1997).

The increase is sometimes connected to shifting work patterns of full-time faculty. If full-time faculty were doing more research and graduate teaching and less undergraduate teaching, part-time and temporary faculty may have been hired to take up the slack (Boyer 1998). The changing gender composition of the professorate is sometimes offered as an explanation. Women may prefer work arrangements that allow more time for family interests, and typically are concentrated in certain academic fields that may be oversupplied with qualified candidates for faculty positions, especially in the arts and humanities (Gappa and Leslie 1997). Finally, the increase in the number of community colleges and their enrollment, as well as the expansion of program offerings in all institutions has in all likelihood fed the rise in part-time faculty (Banachowski 1996).

Undoubtedly, there is no one single, simple cause for the increase in the number of part-time faculty in U.S. colleges and universities. Nor is it clear that this rise is uniform across all sectors of postsecondary institutions. Patterns of faculty employment seem to be different in each sector and the various academic disciplines act as somewhat unique "labor markets," affected in different ways by changing enrollments, doctoral pipeline patterns, gender composition of the faculty, and many other issues (Clark 1997). As Clark has suggested, understanding faculty work may require disaggregation into the "small worlds" of the individual disciplines and the particular contexts of the many strata of institutions (Clark 1997).

The 1993 National Study of Postsecondary Faculty (NSOPF:93), sponsored by the National Center for Education Statistics (NCES) with support from the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH), collected data from more than

25,000 full- and part-time faculty and instructional staff employed in the fall of 1992.[1] These data provide a nationally representative source of information on faculty and instructional staff and the best source available for disaggregating faculty into their "small worlds." This report is a valuable resource of baseline data about part-time faculty in the U.S. Gappa and Leslie (1993) provided data from the 1988 NSOPF, which up to this point has been the most comprehensive resource on part-time faculty available. In addition to providing an updated resource, this report offers researchers a resource for making comparisons with future NSOPF reports on part-time faculty.

Drawing on data from NSOPF:93 representing about 377,000 part-time instructional faculty and staff in the fall of 1992,[2] these data provide profiles of part-time faculty based on detailed information about the characteristics of part-time instructional faculty and staff, as well as information about why they were teaching part time, the classes they taught, their teaching methods, and their working conditions.[3] These data will serve as a source for examining many of the myths about part-time faculty.

In *The Invisible Faculty*, Gappa and Leslie (1993) described part-time faculty as a diverse workforce. They used data from the 1988 National Survey of Postsecondary Faculty supplemented by interviews to show both similarities and differences between part- and full-time instructional faculty and staff. This report extends their work by disaggregating NSOPF:93 faculty responses by type of institution and program area.

The report has been designed to provide a broad, descriptive picture of the status of part-time instructional faculty and staff at the time of the 1993 NSOPF. Estimates are provided separately for part- and full-time instructional faculty and staff in 4- and 2-year institutions, as well as for aggregated program areas. The reader is cautioned, however, that in some cases, (e.g., in combining diverse teaching fields together), the level of aggregation may mask differences and patterns that would be detectable in a more refined analysis. All differences cited in this report are significant at the .05 level.[4]

The report begins with a description of where part-time instructional faculty and staff taught in the fall of 1992, followed by detailed descriptions of their demographic and employment characteristics. Section 2 describes the work patterns of instructional faculty and staff. This section also provides a description of the teaching methods that part-time faculty reported using in the fall of 1992, and an analysis of a series of questions asking about the availability of resources. These items portray an image of the working conditions afforded part-time instructional faculty and staff. In Section 3, extensive satisfaction and attitudinal items provide a glimpse of how those employed part time in the fall of 1992 viewed their academic careers. Together these data provide a comprehensive look at *Part-time Instructional Faculty and Staff: Who They Are, What They Do, and What They Think.*

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[1] See *Appendix A: Technical Notes* for a description of the methodology.

[2] This report focuses on a subset of the NSOPF:93 population—those with instructional responsibilities. Hereafter the term faculty is used interchangeably with the term instructional faculty and staff.

[3] Terminology related to full- and part-time instructional faculty and staff references the employment status of the person at the institution rather than the amount of instruction the person did.

[4] In accordance with NCES standards, the Bonferroni adjustment to the significance level was used when multiple comparisons were made. With this adjustment, the .05 significance level was divided by the total number of comparisons made. Consequently, the t-value required for statistical significance across program areas was a considerably more rigorous requirement than the 1.96 t-value required for a single comparison. See *Appendix A: Technical Notes* for a description of accuracy of estimates.

Who Are the Part-Time Faculty?

Forty-four percent of all part-time instructional faculty and staff taught in public 2-year institutions in the fall of 1992, where they comprised 60 percent of all instructional faculty and staff (tables 1 and 2). Institutions are affected by different constraints when making decisions about the most effective way to fill vacancies in the academic workforce. For example, public 2-year institutions have a substantial number of vocational and occupational programs, demand for evening classes, and students in public 2-year institutions take courses at the freshman or sophomore levels. Many 4-year institutions have access to graduate teaching assistants. The NSOPF:93 sample did not include graduate teaching assistants. Estimates of part-time instructional faculty and staff in 4-year institutions that include graduate teaching assistants will be higher than those provided here.

Because such a substantial percentage of part-time instructional faculty and staff were employed in public 2-year institutions in the fall of 1992, it is important to describe the characteristics of these faculty members separately from the rest of those employed part time. In addition, disciplinary differences are also important. Just as many part-time instructional faculty and staff (16 percent) taught in the humanities in the fall of 1992 as in business, law, and communications (table 3). Seventeen percent of part-time instructional faculty and staff taught in social sciences and education, 19 percent taught natural sciences and engineering, and 4 percent taught vocational training in the fall of 1992.

However, there were some differences in the proportion of instructional faculty and staff employed part time, rather than full time, by program area. Fifty-two percent of vocational training faculty, 50 percent of business, law, and communications faculty and 45 percent of humanities faculty were employed part time (table 4). In contrast, 36 percent of instructional faculty and staff in natural sciences and engineering were employed part time.

These patterns may suggest unique mixes of factors underlying employment of part-time faculty: supply and demand, gender composition of the workforce, and the "culture of work" in each of the fields. With respect to culture of work, Gappa and Leslie (1993) noted that among those they interviewed, fine arts faculty often expressed a preference for part-time teaching as one outlet in their creative and professional work. They found that fine arts faculty members' work typically included giving private lessons, playing in professional orchestras, and giving exhibitions among other things.

This is a richer blend of work and career patterns than might be found if one assumed that "college teaching" was one particular kind of job that was governed by universal norms and standards. In fact, as subsequent sections of this report will show, other aspects of faculty jobs and careers examined by NSOPF:93 confirm that multiple career tracks and varied employment characteristics were the norm rather than the exception.

In an effort to present the various complexities associated with employment characteristics of faculty, the remainder of the tables in this report will be based on aggregated program area categories[5] within 4-year and 2-year institutions.

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[5] The program areas used in this report are (1) Business, law, and communications, (2) Humanities, (3) Natural Sciences and Engineering, (4) Social Sciences and education, (5) Vocational training, and (6) All other program areas. For a description of the disciplines that are included in each of these program areas, see *Appendix A: Technical Notes*.

By combining a number of teaching fields together into program areas and by combining public and private 4-year institutions, the level of aggregation used in this report may still mask differences and patterns that may exist between disciplines and between institutions. Nonetheless, the comparisons will further understanding of the complexities of examining the work lives of faculty in general and the dangers of making generalizations about the differences between full- and part-time faculty.

Demographic characteristics of part-time instructional faculty and staff

Demographic characteristics have been linked to many of the differences among full-time instructional faculty and staff. Almost any study regarding faculty begins with some understanding of these differences. Yet, there is very little information known about the characteristics of part-time instructional faculty and staff. NSOPF:93 collected extensive data on the demographic and employment characteristics of full- and part-time faculty and instructional staff. This section describes the demographic characteristics of part-time instructional faculty and staff in the fall of 1992. It is followed by a description of their employment characteristics.

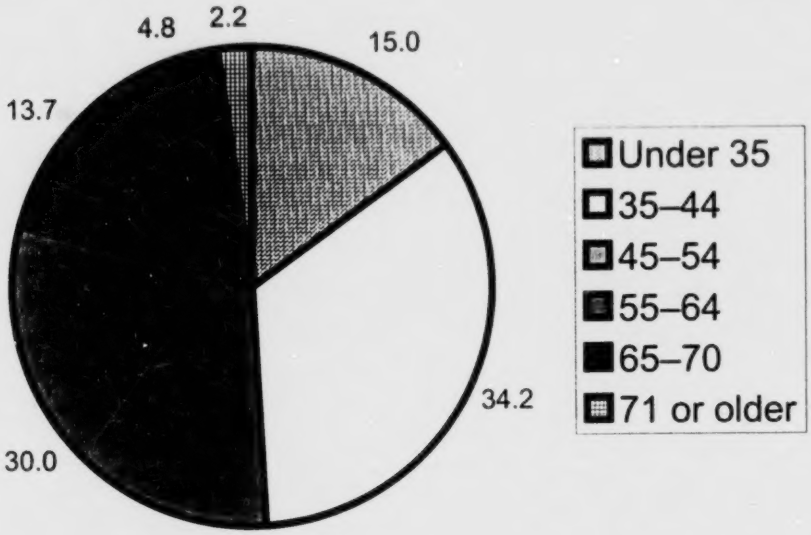
In *The Invisible Faculty*, Gappa and Leslie (1993) described part-time faculty as a diverse workforce. They concluded from data collected in the 1988 National Survey of Postsecondary Faculty (NSOPF:88) and numerous interviews with faculty and administrators from around the country that part-time faculty were more diverse in many ways than full-time faculty, yet more similar to them than is often assumed. NSOPF:93 data provide further information on these similarities and differences between full- and part-time instructional faculty and staff and provide support for Gappa and Leslie's conclusion.

Age

On average, part-time faculty were younger than full-time faculty in the fall of 1992. The average age of instructional faculty and staff employed part time in 4- and 2-year institutions was 46 years. The average age of those employed full time was two years older (48 years) (table 5).

Figure 1 shows the distribution of part-time instructional faculty and staff, by age. Fifteen percent of part-time instructional faculty and staff were under 35 years old. Part-time faculty members were more likely to be under 35 years old (14 percent in 4-year institutions and 16 percent in 2-year institutions) than full-time instructional faculty and staff (8 percent in 4-year institutions and 7 percent in 2-year institutions) (table 5). Seven percent of those employed part time were 65 or older. A higher percentage of part-time (5 percent) than full-time faculty (4 percent) were 65-70 years old. Similarly, a higher percentage of part-time (2 percent) than full-time faculty (1 percent) were 71 or older. As the age of the population increases, retirees may be a potentially growing pool of part-time faculty.

Figure 1.—Percentage distribution of part-time instructional faculty and staff, by age: Fall 1992



NOTE: Percentages may not total to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Gender

Part-time faculty members were more likely to be female (45 percent) than full-time faculty (33 percent), although the majority of both part- and full-time faculty were male (55 percent and 67 percent, respectively) (table 6). About 45 percent of part-time faculty in 4-year institutions, part-time faculty in 2-year institutions, and full-time faculty in 2-year institutions were female, while 30 percent of the full-time faculty members in 4-year institutions were female (table 6).

Regardless of the type of institution, various academic disciplines were clearly dominated by one gender or the other. Academic work has long been gender segregated in certain disciplines, with men virtually dominating engineering at one extreme (NSF 96-311) and women dominating the nursing field at the other extreme (Malone 1997). NSOPF:93 data show that women held proportionately more part-time positions in the humanities (59 percent in both 4-year and 2-year institutions), but fewer part-time positions in business, law, and communications (34 percent of 4-year institutions and 32 percent in 2-year institutions). And only 25 percent of part-time and 15 percent of full-time instructional faculty and staff in 4-year institutions were female in the natural sciences and engineering.

As previously noted, these broad categories of program areas may mask differences among faculty in specific disciplines, however. In *Characteristics and Attitudes of Instructional Faculty and Staff in the Humanities*, for example, NSOPF:93 data were presented separately for full-time instructional faculty and staff in four humanities disciplines: English and literature, foreign languages, history, and philosophy and religion (Conley 1997). Although the report focused only on full-time instructional faculty and staff, the data showed clear patterns among humanities faculty with respect to gender. Female faculty members were more likely to be employed in English and literature and foreign languages than in history or philosophy and religion.

Race/ethnicity

Generally, there were few differences in the racial/ethnic distribution of full- and part-time instructional faculty and staff in the fall of 1992 (table 7). The overwhelming majority of all faculty were white, non-Hispanic regardless of whether they were employed full or part time by their institutions. Eighty-eight percent of part-time instructional faculty and staff were white, non-Hispanic and 87 percent of full-time instructional faculty and staff members were white, non-Hispanic in the fall of 1992. The only exception was that there was a higher percentage of Asian faculty employed full time than part time.

Citizenship status

In the fall of 1992, 95 percent of part-time instructional faculty and staff in 4-year institutions were United States citizens (table 8). Ninety-seven percent of part-time faculty members in 2-year institutions were U.S. citizens. In fact, the vast majority of faculty members were U.S. citizens regardless of employment status, type of institution, or academic program area.

However, in 4-year institutions, a higher percentage of part-time faculty who taught in the humanities (8 percent) were not U.S. citizens than those who taught business, law, and communications (2 percent) or social sciences and education (3 percent). The reader is reminded that the humanities program area includes foreign languages and that many non-U.S. citizens teach their native language in language departments. Eleven percent of part-time natural sciences and engineering faculty in 4-year institutions were non-citizens.

While there were differences in the citizenship status of instructional faculty and staff by program area and type of institution, the pattern of these differences was similar for both part- and full-time faculty in the fall of 1992. In 4-year institutions, about the same percentage of part-time as full-time faculty teaching natural sciences and engineering were not U.S. citizens (11 percent and 13 percent). Three percent of faculty teaching natural sciences and engineering in 2-year institutions were non-citizens.

Marital status and number of dependents

Part-time instructional faculty and staff were just as likely to be married as those employed full time in the fall of 1992. Three-quarters of part-time instructional faculty and staff were married as were 77 percent of those employed full time (table 9). In contrast, however, while NSOPF:93 did not ask how long they had been married, it does ask whether or not they have dependents. Full-time instructional faculty and staff were more likely to be married with dependents[6] (61 percent) than those employed part time (55 percent).

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[6] Estimates were based on a derived variable that combines the faculty member's current marital status with their number of dependents. Respondents were asked, for calendar year 1992, how many dependents did you have? Do not include yourself. (A dependent is someone receiving at least half of his or her support from you).

Education level of parents

NSOPF:93 collected data on both the mother's and the father's level of formal education. These data were used to compile a composite score of low, medium, or high parental education for each faculty member.[7] Generally, the distribution of education level of parents was similar for part- and full-time instructional faculty and staff (table 10).

Summary

In the fall of 1992, part- and full-time faculty members were generally similar to one another with regard to race/ethnicity, citizenship status, and parents' education. There were differences, however, by gender. The pattern of these differences suggests that researchers interested in gender issues related to faculty should be cautious when aggregating full- and part-time faculty by type of institution and program area. Full-time females were underrepresented in 4-year institutions (30 percent) compared with part-time females in 4-year institutions, full-time females in 2-year institutions, or part-time females in 2-year institutions (about 45 percent each) (table 6). In addition, female faculty were underrepresented in a number of predictable program areas.

Minorities were underrepresented in the faculty population relative to the U.S. population, generally (U.S. Census Bureau, Internet Release Date, June 28, 2000). This makes it difficult to detect differences in race/ethnicity by type of institution or program area based on employment status.

Employment characteristics of part-time instructional faculty and staff

It is important to understand the relationship between part-time instructional faculty and staff and their employing institutions because part-time faculty are not afforded the same benefits, job security, and working conditions as full-time faculty (Fulton 2000). This section describes the employment characteristics of part-time instructional faculty and staff, contrasting them with full-time instructional faculty and staff by type of institution and program area.

Academic rank

The majority of part-time instructional faculty and staff held the academic rank instructor or lecturer (69 percent) in the fall of 1992 (table 11). However, a larger percentage of part-time faculty members in 2-year institutions (81 percent) held this rank than in 4-year institutions (59 percent). On one hand, 2-year institutions may be less likely to distinguish between academic ranks, regardless of employment status. On the other hand, 4-year institutions may be able to distinguish between different types of part-time faculty based on their employment status with the institution, relying on academic rank as one means of classification. Many institutions use academic rank to distinguish between tenure-track and non-tenure-track faculty and between faculty with regular and temporary appointment status.

Table 11 shows that part-time instructional faculty and staff in 4-year institutions were more likely than those in 2-year institutions to hold an academic rank other than instructor or lecturer.

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[7] Parents' level of education was calculated as the average of the respondent's mother's level of formal education and the respondent's father's level of formal education. Highest education level of parents was defined as low if parents' average education was a high school education or below, as medium if parents average education was some college education or a bachelor's degree, and high if parents average education was more than a bachelor's degree.

In fact, 12 percent of part-time instructional faculty and staff in 4-year institutions held the academic rank full professor. The percentage of part-time faculty in 4-year institutions who held the rank full professor ranged from seven percent in vocational training to 21 percent in business, law, and communications. In 2-year institutions, four percent of part-time instructional faculty and staff held the rank full professor. The percentage ranged from one percent in vocational training to 6 percent in the humanities. Faculty may have held this rank before coming to the institution. They may have achieved this rank as a full-time faculty member before converting to part-time status. Or they may have achieved it as a part-time faculty member.

These data suggest that part-time instructional faculty and staff were not viewed as a homogeneous group by postsecondary institutions in the fall of 1992. One possibility for further analysis would be to combine part-time faculty within 4-year institutions holding academic ranks of assistant professor, associate professor, and full professor (31 percent) and compare them with those holding instructor or lecturer ranks (59 percent). Institutions bestow academic rank differently, however, making it difficult to categorize faculty (regardless of employment status) using this criterion alone. To some extent, though, it does indicate an employee's position within their institution and as such provides information that should be taken into account when analyzing data on part-time faculty, especially in 4-year institutions.

Tenure status

The overwhelming majority of part-time faculty were not tenured or in tenure-track positions in the fall of 1992. Even in 4-year institutions where tenure systems are prevalent, 6 percent of part-time instructional faculty and staff were tenured or on a tenure track (table 12). The percentage of part-time faculty tenured or on a tenure track in 4-year institutions ranged from 3 percent in the humanities and in vocational training programs to 7 percent in natural sciences and engineering, as well as in the other program areas category.

This is not surprising given that many part-time instructional faculty and staff are hired on a temporary basis by their institutions. Some institutions may want to maintain flexibility in hiring and control over positions, while others must hire part-time, temporary, non-tenure-track faculty because of fiscal constraints and increased enrollment demands.

Contract and appointment

Part-time instructional faculty and staff also did not typically enjoy the security of long-term contracts in the fall of 1992. Most (60 percent) worked on term-by-term contracts, while six percent of full-time instructional faculty and staff reported term-by-term employment (table 13). Part-time faculty members have expressed concerns about a lack of employment security and in some instances have sought to unionize in an effort to gain increased job security (Saltzman 2000).

More than one-half (56 percent) of part-time instructional faculty and staff were on temporary appointments compared with 13 percent of full-time instructional faculty and staff (table 14). The percentage of part-time instructional faculty and staff on temporary appointments in 4-year institutions ranged from 57 percent of those teaching natural sciences and engineering to 71 percent of those teaching business, law, and communications, excluding the all other program areas category. In 2-year institutions the percentage of those employed part time on temporary appointments ranged from 40 percent in vocational training to 62 percent in the humanities.

Length of employment

Although less likely to have tenured or tenure-track positions than full-time faculty and more likely to have had temporary appointments in the fall of 1992, part-time instructional faculty and staff had generally worked at their employing institution for an average of 6 years (table 15). On average, part-time faculty in 4-year institutions (7 years) had held their current job about one year longer than part-time faculty in 2-year institutions (6 years). Full-time instructional faculty and staff had held their current job for an average of 11 years.

Part-time faculty held 1.7 different jobs on average in addition to their employment at the sampled institution during the fall term. In the fall of 1992, both part-time and full-time faculty members reported having additional employment outside their institution, including outside consulting, self-owned business, and private practice.

Union membership

Part-time instructional faculty and staff reported union membership less frequently than those employed full time in the fall of 1992. While 22 percent of full-time instructional faculty and staff reported being members of a union, 12 percent of part-time instructional faculty and staff reported union membership (table 16).

Part-time faculty members have become more vocal about what they see as inequitable treatment in the workplace and in many states have sought to unionize in an effort to improve working conditions, salary, and benefits (Saltzman 2000). For example, Saltzman (2000) cited the 1998 National Education Association (NEA) victory for a bargaining unit of almost 500 part-time faculty members at Columbia College in Chicago. He also documented votes by more than 1,000 University of Alaska adjuncts for American Association of University Professors (AAUP) and American Federation of Teachers (AFT) representation.

The right of part-time faculty members to organize and to bargain is not universally accepted. Saltzman (2000) concluded that the success of part-time faculty members to unionize will depend on how much power they are able to leverage and whether labor laws, as interpreted by labor boards and the courts, will require employers to bargain with them.

Income

Faculty provided detailed information about their income. Table 17 shows the total household income and the income from all sources for instructional faculty and staff. Table 18 disaggregates the income for faculty into categories including basic salary from the institution, other income from the institution, outside consulting income, and other outside income.

The total household income for those employed full time was around $81,200, while the total household income for those employed part time was about $67,600 (table 17). Full-time faculty reported earning about $60,600 and part-time faculty reported earning about $48,700 from all sources.

Part-time instructional faculty and staff reported earning, on average, a basic salary of $10,200 from their respective institutions (table 18), but this did not constitute the bulk of their income. About 70 percent [69.5] of their income was from outside sources excluding consulting ($33,897/$48,743). In contrast, full-time faculty reported receiving the largest share of their total income from the institution (table 18).

Part-time faculty in 4-year institutions reported earning more on average than part-time faculty in 2-year institutions. In 4-year institutions, part-time faculty earned about $55,000. In 2-year institutions part-time faculty reported earning about $41,600 (table 18).

Summary

While a majority (69 percent) of all part-time instructional faculty and staff held the academic rank instructor or lecturer, twelve percent of part-time instructional faculty and staff in 4-year institutions held the academic rank full professor (table 11). Part-time instructional faculty and staff were not generally in positions that had the same benefits, job security, and working conditions as full-time faculty (Fulton, 2000), but there was variation in their employment characteristics such as academic rank, tenure status, type of appointment, and income.

Although less likely to have tenured or tenure-track positions than full-time faculty and more likely to have had temporary appointments in the fall of 1992, part-time instructional faculty and staff had generally worked at their employing institution for an average of 6 years (table 15).

The total household income for those employed part time was about $67,600 and the average total income of individual part-time instructional faculty and staff was about $48,700, although part-time faculty reported earning, on average, a basic salary of $10,200 from their respective institutions (tables 17 and 18).

Motivations of part-time instructional faculty and staff

NSOPF:93 asked those employed part time to identify their motives for part-time employment. These data provide a unique opportunity to examine and perhaps distinguish for the first time groups of part-time faculty from one another based on their motivations for holding part-time positions. This section examines the motives of part-time instructional faculty and staff for holding part-time employment.[8] Figure 2 and table 19 show the percentages of part-time instructional faculty and staff who reported each motive.

Most part-time instructional faculty and staff, regardless of type of institution or program area indicated that they were at least partially motivated to work part time by the attraction of being a part of an academic environment. About 70 percent of part-time instructional faculty and staff in both 4-year and 2-year institutions cited "to be in academia" as a reason for holding part-time employment in the fall of 1992. Around one-half (54 percent in 4-year institutions and 50 percent in 2-year institutions) of part-time instructional faculty and staff said they preferred part-time employment (figure 2 and table 19). Seventy percent of part-time faculty who preferred part-time employment reported that their other main job was full-time.[9]

On the other hand, a substantial percentage of those employed in 4-year institutions (40 percent) and in 2-year institutions (47 percent) reported that the lack of full-time employment was at least

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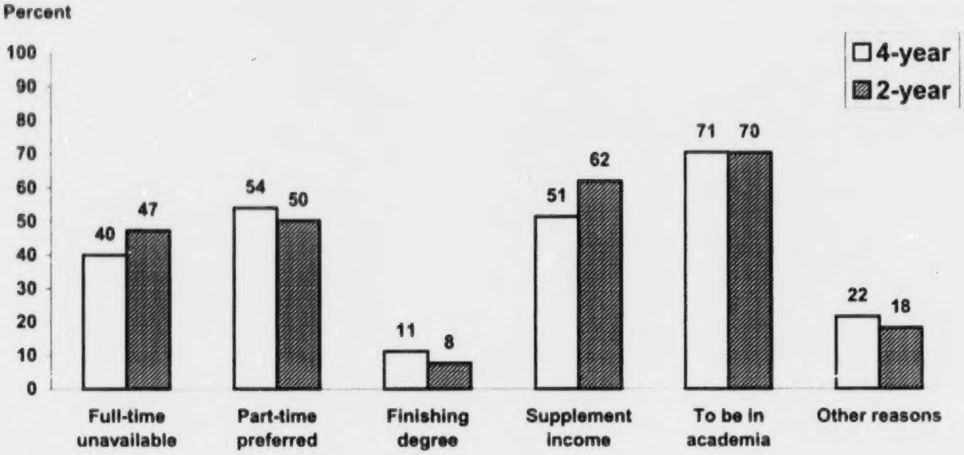
[8] The question that asked respondents why they were working part time allowed multiple responses so respondents may be counted in more than one category. Respondents were also not asked to identify the most important reason why they were working part time.

[9] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

Figure 2.—Percentage of part-time instructional faculty and staff, by reasons for holding a part-time position and type of institution: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

partially the reason why they were working part time. The percentage who reported this reason was higher in 2-year institutions than in 4-year institutions.

There was variation by teaching field. About 60 percent of those employed part time in the humanities (62 percent in 4-year institutions and 61 percent in 2-year institutions) were working part time because full-time employment was unavailable. In 2-year institutions, about one-half (49 percent) of social sciences and education faculty teaching part time were motivated to do so because full-time jobs were unavailable and in 4-year institutions, about one-third (35 percent) of social sciences and education faculty were teaching part time because full-time jobs were unavailable (table 19).

Given the larger percentages of humanities faculty in both 4- and 2-year institutions that were working part-time because full-time employment was unavailable, it is not surprising that a smaller percentage of humanities faculty than faculty in other program areas, regardless of type of institution, preferred part-time employment in the fall of 1992. About one-third of humanities faculty cited preferring part-time employment as a reason for holding a part-time position at their institution (36 percent in 4-year institutions and 37 percent in 2-year institutions) compared to an average of 54 percent for all 4-year institutions and 50 percent for all 2-year institutions.

Finishing a graduate degree was cited by about 8 percent of all part-time instructional faculty and staff in 2-year institutions as a motive for part-time employment, and by about 11 percent of all part-time faculty members in 4-year institutions, but accepting a part-time job while finishing a graduate degree varied by program area (table 19). For example, in both 4-year and 2-year institutions, five percent of instructional faculty and staff who taught business, law, and communications, and about 10 percent of natural sciences and engineering faculty indicated that they took part-time employment in part because they were finishing a graduate degree in the fall of 1992. Higher percentages of part-time faculty in the humanities and social sciences and education in 4-year than in 2-year institutions said that finishing a graduate degree was a reason why they were working part time in the fall of 1992. This is not altogether surprising, since 4-year institutions may offer individuals the opportunity to work and finish their degree at the same location. For example, in 4-year institutions, 16 percent of social sciences and education faculty were finishing a graduate degree compared with 7 percent in 2-year institutions.[10]

Many part-time instructional faculty and staff were working part time at least in part to supplement their income in the fall of 1992. One-half (51 percent) of part-time faculty in 4-year institutions and 63 percent in 2-year institutions were working part time to supplement their income. A smaller percentage of humanities faculty in 4-year institutions indicated supplementing their income was the reason they held part-time employment (table 19). Sixty-eight percent of vocational training faculty in 4-year institutions were working part time to supplement their income in the fall of 1992. Three-quarters of vocational training faculty in 2-year institutions indicated this reason for holding part time employment.

Figure 3 shows the motivations for part-time employment by gender. Women were more likely than men to have indicated that finishing a degree was the motivation for part-time employment. More men than women indicated that they preferred part-time employment and that they were working part-time to supplement their income.

Summary

Substantial numbers of part-time faculty perceived their part-time employment as a means of supplementing their income, or, as in the case of humanities faculty in particular, because full-time employment was not available. A majority also indicated that the appeal of being a part of an academic environment was a reason why they held a part-time job.

The list does not appear to be exhaustive, however, as about one-fifth of part-time instructional faculty and staff in 4-year (22 percent) and 2-year institutions (18 percent) cited other reasons for holding part-time employment (table 19).

Qualifications of part-time instructional faculty and staff

Postsecondary institutions have a shared mission of delivering quality instruction to students. One of the most controversial issues regarding part-time faculty is whether or not an over reliance on them jeopardizes the quality of education. While NSOPF:93 was not designed to answer this question, data from the faculty survey can be used to assess qualifications, such as educational background and work experiences of part-time instructional faculty and staff.

Banachowski (1996) found that the research on part-time faculty typically focuses on the increase in the number and percentage of part-time faculty, and advantages and disadvantages for

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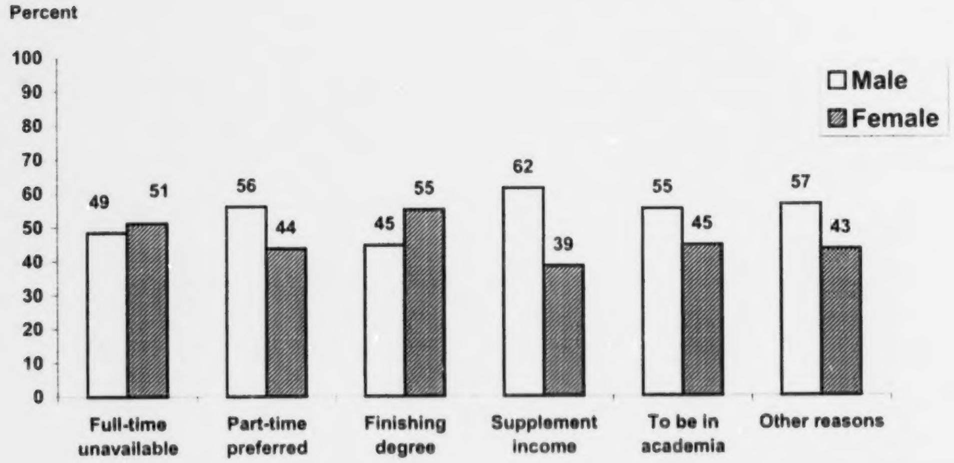
[10] The difference between the percentage of vocational training faculty in 4- (14 percent) and 2-year institutions (4 percent) who cited finishing a graduate degree as a reason for holding part-time employment in the fall of 1992 was not statistically significant.

Figure 3.—Percentage of part-time instructional faculty and staff, by reasons for holding a part-time position, and by gender: Fall 1992



SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

employing them part time. Educational background and work experience are frequently used as indicators of quality in these studies. For example, Kelly (1991) found that part-time faculty had lower degree attainment than full-time faculty and concluded that this was an indication that these faculty members may not be providing the best quality instruction. Indeed, regional accrediting associations such as the Southern Association of Colleges and Schools (SACS) and the Middle States Association of Colleges and Schools (MSA) rely on the number of faculty members who have a terminal degree as one indicator of quality of instruction at the institution.

Analyses of the effect of hiring part-time faculty on the quality of instruction often produce conflicting results, however. Part of the reason for this is that there is no agreed upon way of measuring quality. If, for example, part-time faculty in community colleges received the same professional development opportunities as full-time faculty, then they used the same methods of teaching (Banachowski 1996).

Perhaps one of the most often cited advantages for employing part-time faculty is that they bring teaching talent and the value of "real world experience" to the classroom (Banachowski 1996). Fulton (2000) has more recently reiterated this point saying that specialists can enhance program quality. NSOPF:93 data can add value to these discussions by providing national estimates of the educational background and work experiences of part-time instructional faculty and staff.

Highest degree

Unlike full-time faculty in 4-year institutions, three-quarters of whom held a Ph.D. or first-professional degree, one-half of part-time faculty in 4-year institutions held a master's degree as their highest degree in the fall of 1992 (table 20). In 4-year institutions, part-time faculty members were about one-half as likely as full-time faculty to have a doctoral or first-professional degree (38 percent vs. 78 percent).

Since almost one-half (44 percent) of all part-time instructional faculty and staff were employed at public 2-year institutions, and since qualifications to teach at 2-year colleges are typically different than qualifications required at institutions offering baccalaureate or graduate degrees, the percentage of part-time instructional faculty and staff without a doctorate degree should not necessarily be seen as an indicator of lower quality education. In fact, over 75 percent of full- and part-time faculty alike at 2-year institutions did not hold a doctorate or first-professional degree. Thirteen percent of part-time instructional faculty and staff in 2-year institutions held such degrees and 19 percent of full-time instructional faculty and staff in 2-year institutions held them.

In 4-year institutions, 43 percent of part-time business, law, and communications faculty, 41 percent of social sciences and education faculty, and 39 percent of natural sciences and engineering faculty held a Ph.D. or first-professional degree.

Part-time instructional faculty and staff were less likely than those employed full time to have identified their current job in the fall of 1992 as their first job since they had attained their highest degree. Six percent of part-time instructional faculty and staff reported that their current job was their first since their highest degree, compared with 32 percent of full-time faculty (table 21).

Other employment

Twenty-three percent of part-time instructional faculty and staff reported that their only employment was part-time at their current institution (table 22), while 77 percent had other employment. The most common pattern across sectors was for part-time faculty who had other employment to hold a full-time job. Sixty-four percent of all part-time faculty reported that their other main job was full time (table 23). Sixty-two percent of part-time faculty in 4-year institutions and 66 percent in 2-year institutions reported that their other main job was full time.

Of those part-time faculty members who had other jobs, about 40 percent reported having two or more jobs (figure 4). Fourteen percent of part-time faculty in 4-year institutions and 12 percent of those in 2-year institutions reported having three or more jobs. Six percent of part-time faculty in 4-year institutions and 5 percent of those in 2-year institutions reported having 4 or more jobs.

These data suggest that many part-time faculty members who had other employment held only one other job. Part-time faculty who supported themselves with three or more jobs constituted a small proportion of the part-time faculty population (figure 4). About one-half (49 percent) of part-time faculty members also held full-time employment.[11] More than one-half (64 percent) of part-time faculty who had more than one job reported that the employment status of their other main job was full time. Some (e.g., Fulton 2000) have argued that part-time faculty members who have full-time jobs in the field bring real-life experience to the classroom and can enhance program quality.

But, thirty-four percent of part-time instructional faculty and staff in 2-year institutions reported that their other main job was part time, too (table 23). Eighteen percent of part-time instructional

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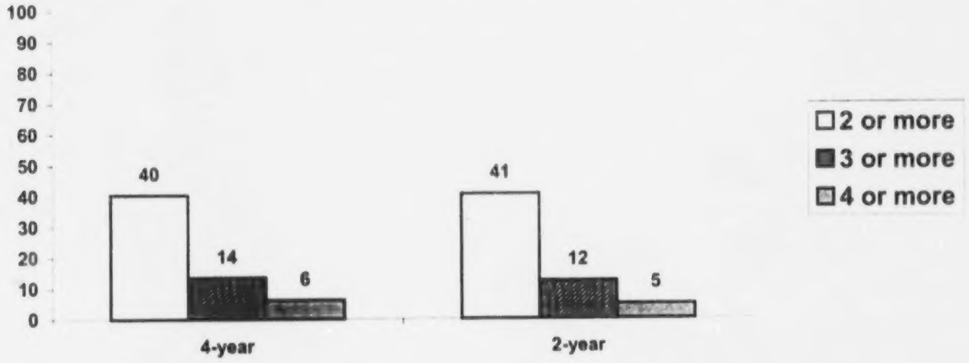
[11] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

Figure 4—Percentage of part-time instructional faculty and staff who held more than one job, by number of other jobs held, and by institution type: Fall 1992



NOTE: These are not mutually exclusive categories. For example, instructional faculty and staff with three or more jobs are included in the percent with two or more jobs.
SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

faculty and staff who held other employment held that employment at another postsecondary institution and about 33 percent indicated that teaching was the primary responsibility of their other main job (tables 24 and 25). Humanities faculty appeared to be an exception. Almost one-half (48 percent) of part-time humanities faculty in 4-year institutions who had another job had it at another postsecondary institution in the fall of 1992. The primary responsibility of almost two-thirds (63 percent) of part-time humanities faculty who had other employment was teaching (table 25).

Undergraduate awards

Generally, full-time instructional faculty and staff, in the fall of 1992, were more likely to have received undergraduate honors or awards than those employed part time, but this difference appears to be attributable to those between part-time and full-time faculty in 4-year institutions (table 26). Part-time instructional faculty and staff employed in 4-year institutions (56 percent) were less likely than full-time faculty in 4-year institutions (63 percent) to have received any undergraduate honors or awards. A similar percentage of full- and part-time faculty members in 2-year institutions had received any undergraduate awards.

Faculty members teaching in some program areas were more likely than others, however, to have received such awards. For example, in 4-year institutions, 64 percent of part-time humanities faculty received awards whereas 53 percent of part-time faculty teaching business, law, and communications received awards during their undergraduate career.

Summary

These data provide important information regarding the educational background and work experience of part-time instructional faculty and staff in the fall of 1992. Part-time instructional faculty and staff were less likely to hold a doctoral degree than full-time faculty, but this may be related to type of institution, since the majority of part-time faculty are employed in 2-year institutions where faculty, in general, are less likely to hold a Ph.D. or first-professional degree. Even so, in 4-year institutions, part-time faculty members were about one-half as likely as full-time faculty to have a doctoral or first-professional degree (38 percent vs. 78 percent). Type of institution should be considered when analyzing these data.

The majority of part-time instructional faculty and staff held other employment in addition to their part-time position with the institution. In all sectors, the most common pattern for part-time instructional faculty and staff who had other employment was to hold one full-time job and to teach part-time as a secondary occupation.

Critics of academia charge that institutions have become more and more reliant on under prepared part-time faculty members and graduate teaching assistants[12] to deliver undergraduate instruction so that more senior faculty members' time may be free to pursue research interests that may lead to monetary gains for the institution, increased prestige, and higher rankings (Winston 1994). There is also a widely held sentiment from within the academic ranks that part-time faculty members are necessary because they provide a temporary solution to the problems of increased enrollment demands, position tug of wars between the administration and academic departments, and fiscal constraints (Rhoades 1998). Precisely because the debate is so heated, there is a need to understand the contributions that part-time instructional faculty and staff make to their institutions. Toward that end, the next section of this report will focus on *What Part-time Faculty Do.*

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[12] NSOPF:93 did not include data on graduate teaching assistants.

What Do Part-Time Faculty Do?

As noted in the previous section, understanding what part-time faculty members do may provide crucial insight into the part-time faculty policy debate. NSOPF:93 provides unparalleled data on the contributions that part-time instructional faculty and staff make to their institutions through their role in instruction, their work patterns, and a description of the teaching methods that they reported using in the fall of 1992. A series of questions asking about the availability of resources portrays an image of their working conditions previously unexplored at the national level. This section describes the work patterns of part-time instructional faculty and staff, both at their employing institutions and elsewhere. Data on their contributions to the institution (in the form of teaching and research), how much work, and what kinds of work they did in the fall of 1992 will be analyzed. These data are important because they shed light on the degree to which institutions are depending on part-time employees to fulfill their mission.

Principal activity

Part-time faculty members are primarily instructional. Ninety-two percent of part-time instructional faculty reported that their principal activity was teaching in the fall of 1992 (table 27). In comparison, 74 percent of full-time instructional faculty and staff reported that teaching was their principal activity in the fall of 1992. This was true regardless of type of institution, but not surprisingly part-time faculty in 2-year institutions were more likely to have cited teaching as their principal activity (96 percent) than part-time faculty in 4-year institutions (89 percent). One obvious reason for this difference may be that there are more opportunities for faculty to become involved in research and service activities in 4-year institutions than in 2-year institutions.

Time allocation

The percentage of time part-time instructional faculty and staff reported that they spent on teaching activities[13] in the fall of 1992 was similar to that of full-time faculty, although part-time faculty did report that they spent a greater percentage of their time on teaching activities (59 percent) than full-time faculty did (54 percent) (table 28). In 4-year institutions, both part- and full-time faculty reported spending about one-half of their time on teaching activities (55 percent and 50 percent, respectively), but again part-time faculty (55 percent) reported spending a higher percentage of their time on teaching activities, on average, than full-time faculty (50 percent).

Both part-time and full-time faculty in 2-year institutions reported spending a higher percentage of their time on teaching activities than faculty in 4-year institutions. Two-year faculty reported spending about two-thirds of their time on teaching activities regardless of employment status. Similar to principal activity, one reason for this difference may be that 4-year and 2-year institutions have very different missions and variation in principal activity and time allocation may reflect different job expectations as well as different opportunities for involvement in research and service.

These opportunities for involvement in research and service activities were possibly also reflected in differences in time allocation by program area. Humanities faculty reported spending large percentages of their time teaching in the fall of 1992 and in some cases faculty in humanities spent more time teaching than faculty in other disciplines. In 4-year institutions, part-time faculty in humanities reported spending 70 percent of their time on teaching activities. This percentage was a higher percentage than for business, law, and communications faculty (46 percent), natural sciences and engineering faculty (54 percent), and social sciences and education faculty (57 percent). Humanities faculty employed part time in 2-year institutions reported spending a higher percentage of their time teaching (74 percent) than faculty in business, law, and communications (58 percent), or social sciences and education (65 percent).

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[13] Teaching activities included time in the classroom, grading, course preparation, and advising.

Classroom hours, students taught, and contact hours

In the fall of 1992, part-time instructional faculty and staff reported working 34 hours per week (table 29). They reported teaching an average of 1.6 undergraduate classes and 0.2 graduate classes (table 30). Twelve percent of part-time instructional faculty and staff reported having classes in which all of their students were at the graduate level (table 31). An additional 2 percent of part-time faculty reported having classes in which they taught both undergraduate and graduate students. The majority of part-time faculty (86 percent), however, reported that they taught classes of undergraduate students only in the fall of 1992. A higher percentage of part-time faculty (86 percent) than full-time faculty (70 percent) reported teaching only undergraduate students.

Part-time instructional faculty and staff had less out of class contact with students than those employed full time. Table 32 shows that part-time instructional faculty and staff who held office hours had an average of four regularly scheduled office hours per week, and spent an additional 2 hours, on average, in informal contact with students. Forty-nine percent of part-time faculty reported having no regularly scheduled office hours at all.[14] In contrast, full-time instructional faculty and staff who held office hours scheduled an average of 8 office hours per week and spent an additional 5 hours, on average, in informal contact with students. Fourteen percent of full-time faculty reported having no regularly scheduled office hours.[15]

Teaching methods

Increases in technology and the availability of computer resources are transforming postsecondary education today, but in the fall of 1992 most faculty, with the possible exception of faculty in the natural sciences and engineering, did not use computational tools or software, or computer-aided instruction (tables 33 and 34). Full-time faculty were more likely to have reported that they used these methods in at least some of their classes than part-time faculty overall. In natural sciences and engineering, however, there were no substantive differences between part- and full-time faculty members reported usage of computational tools or software.

Part-time faculty members generally reported using similar teaching methods to full-time faculty, and in some cases, reported using teaching methods that are typically thought of as more time intensive in all of the classes that they taught. For example, a higher percentage of part-time faculty members in 4-year institutions reported that they used student presentations (35 percent) or research papers (31 percent) in all of their undergraduate courses for credit than full-time faculty (25 percent and 26 percent) (tables 35 and 38).[16] Part-time instructional faculty and staff were more likely to use multiple drafts of written work in all of their undergraduate courses for credit than full-time faculty (table 39). However two-thirds to three-quarters of all instructional faculty and staff did not require multiple drafts of written work in any of their undergraduate classes. Faculty members teaching in the humanities were the exception. Forty-three percent of humanities faculty employed part time in 4-year institutions required multiple drafts of written work in all of their undergraduate courses for credit.[17] This percentage was higher than for humanities faculty employed full time in 4-year institutions (25 percent).

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[14] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

[15] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

Faculty members in 2-year institutions were generally more likely to have used multiple-choice midterm or final exams than faculty in 4-year institutions, regardless of employment status (table 36). Fifty-three percent of part-time and 56 percent of full-time faculty reported using short answer midterm or final exams in some or all of their classes (table 37).

Research and writing

Part-time faculty members were less likely than those employed full time to report being involved in research, writing, and creative works (table 40). This is not to say that no part-time faculty members do research and writing, however. One-third (34 percent) of part-time instructional faculty and staff said they were involved in research, writing, or creative works. As noted earlier, being engaged in research and writing is related to institutional mission. More part-time faculty members in 4-year institutions (44 percent) than in 2-year institutions (23 percent) were engaged in research, writing, or creative works in the fall of 1992. As with highest degree, the difference between the percentage of part-time faculty and full-time faculty engaged in these activities may depend upon the type of institution in which the faculty member is employed. Faculty in 4-year institutions, regardless of employment status are more likely than faculty in 2-year institutions to report being engaged in research, writing, or creative works.

Summary

Part-time faculty overall reported spending a greater percentage of their time on teaching activities in the fall of 1992 than full-time faculty. Generally, humanities faculty reported spending more of their time on teaching activities than faculty in other program areas. Part-time instructional faculty and staff reported working 34 hours per week and reported teaching an average of about two undergraduate classes and 0.2 graduate classes. Part-time faculty held an average of four regular scheduled office hours per week.

Part-time faculty members were more likely than full-time faculty to report using computer-aided instruction and multiple drafts of written work in all of their undergraduate courses for credit. One-third (34 percent) of part-time instructional faculty and staff said they were involved in research, writing, or creative works.

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[16] Table 35 does not control for the number of classes each faculty member taught; therefore, all may refer to a smaller number of classes for part-time than full-time faculty.

[17] Tables do not control for the number of classes each faculty member taught.

Resources available to part-time instructional faculty and staff

Part-time instructional faculty and staff have expressed their greatest dissatisfactions over working conditions and benefits (Gappa and Leslie 1993). This section explores part-time faculty members' responses to questions related to their working conditions, measured by their rating and perceived availability of various resources.

Faculty were asked to rate various resources, if they were available to them, including, research assistants, personal computers, computer networks with other institutions, audio-visual equipment, classroom space, office space, and secretarial support.[18] Taken together, these data form a picture of the working conditions of instructional faculty and staff in the fall of 1992.

On the whole, part-time instructional faculty and staff reported less availability of resources to support their teaching and research than full-time faculty. This pattern confirms the expressed concerns of part-time faculty noted in Gappa and Leslie (1993).

Research assistants

About 70 percent of part-time instructional faculty and staff reported that research assistants were not available or "not applicable" to them (table 41). While research assistants were generally not available or not applicable to part-time (76 percent) or full-time (69 percent) faculty in 2-year institutions, a gap between full- and part-time faculty members appeared among four-year institutions. While, 31 percent of full-time faculty at 4-year institutions reported that research assistants were not available to them, two-thirds (66 percent) of part-time faculty at 4-year institutions reported that research assistants were unavailable to them (table 41). Overall, 16 percent of part-time faculty and 25 percent of full-time faculty rated availability of research assistants as "good" or "very good."

Personal computers

Part-time faculty members were more likely to report that personal computers were not available or not applicable (37 percent) than full-time faculty (8 percent) (table 42). Forty-seven percent of part-time instructional faculty and staff rated the availability of personal computers "good" or "very good," while 71 percent of full-time faculty did so. Less than one-quarter of part-time and full-time faculty (16 percent and 21 percent, respectively) reported the availability of personal computers to be "poor" or "very poor."

There were no statistically significant differences in the responses of part-time instructional faculty and staff by institution type. However, a higher percentage of full-time instructional faculty and staff in 4-year institutions (33 percent) rated the availability of personal computers "very good," than full-time faculty in 2-year institutions (26 percent). Differences among program areas were generally not statistically significant.

Computer networks with other institutions

Connections to computer networks are now widely available. At the time of this survey, however, about 60 percent of part-time instructional faculty and staff reported that access to networks was "not available" or "not applicable" to them (table 43). One-quarter (26 percent) of full-time faculty reported connections were unavailable to them. Faculty members in 4-year institutions were generally more likely to report that such connections were available to them than faculty in 2-year institutions. About 56 percent of full-time faculty at 4-year institutions rated availability of computer networks "good" or "very good," compared to 33 percent of part-time faculty at 4-year institutions. Positive ratings for the computer network connections were lower for full- (29 percent) and part-time (22 percent) faculty alike at 2-year institutions.

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[18] The specific question wording used in the NSOPF:93 survey asked respondents: How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? As a result, the data provide estimates of both the perceived availability of the resources and the faculty members' rating of them. See Appendix B for more detail on choices.

Audio-visual equipment

Substantial majorities of both part-time (72 percent) and full-time (71 percent) faculty rated availability of audio-visual equipment as "good" or "very good" (table 44). Faculty in 2-year institutions were more likely to rate the availability of audio-visual equipment "very good" than faculty in 4-year institutions. A higher percentage of part-time faculty members in 2-year institutions (28 percent) than those employed part time in 4-year institutions (23 percent) rated the availability of audio-visual equipment "very good." The same was true for full-time faculty. A higher percentage of full-time faculty members in 2-year institutions (24 percent) than those employed full time in 4-year institutions (18 percent) rated the availability of audio-visual equipment "very good."

In 2-year institutions, the percentage of part-time faculty who rated the availability of audio-visual equipment "very good" ranged from 25 percent in business, law, and communications to 32 percent in vocational training. The percentage of full-time faculty who rated the availability of audio-visual equipment "very good" ranged from 21 percent in the humanities and natural sciences and engineering to 30 percent in business, law, and communications.

Classroom space

Three-quarters (75 percent) of part-time instructional faculty and staff rated the availability of classroom space as "good" or "very good," a somewhat higher proportion than the two-thirds (67 percent) of full-time faculty who did so (table 45). Specifically, part-time faculty members were more likely to rate classroom space "very good" (27 percent) than full-time faculty (17 percent), especially in 2-year institutions. Twenty-eight percent of part-time faculty in 2-year institutions rated classroom space "very good" compared to 19 percent of full-time faculty in 2-year institutions.

Office space

Office space was almost universally available to full-time faculty; 3 percent of those employed full time said office space was not available or not applicable to them (table 46). Part-time faculty were ten times as likely (33 percent) to report office space was "not available" or "not applicable" to them. One-third of the part-time teaching faculty, then, appeared to be without access to offices. In addition, one-third (33 percent) of part-time faculty rated their office space as "good" or "very good," while about two-thirds (69 percent) of full-time faculty rated their office space as "good or "very good." Part-time faculty members at 2-year institutions were somewhat more likely (37 percent) to say office space was "unavailable" than were part-time faculty at 4-year institutions (29 percent).

Secretarial support

Part-time faculty members also were more likely to indicate that secretarial support was not available or not applicable to them than full-time faculty. While 5 percent of full-time faculty said that secretarial support was "unavailable" or "not applicable" to them, four times that proportion (21 percent) of part-time faculty reported secretarial support was not available or not applicable to them (table 47). On the other hand, close to two- thirds of both part-time (62 percent) and full-time (61 percent) faculty rated the availability of secretarial support "good" or "very good" at their institution.

Summary

Part-time faculty members were more likely than full-time faculty to indicate that various resources related to their working conditions were not available or not applicable to them in the fall of 1992 than were full-time faculty. Among the issues emerging from these data are the comparative lack of office space, and secretarial and research assistance for part-time faculty. Faculty at 2-year institutions appeared to have less across-the-board support than faculty at 4-year institutions. These patterns should be further studied to establish where and in what specific ways part-time faculty receive or do not receive comparable institutional resources as enjoyed by full-time faculty.

What Do Part-Time Faculty Think?

Satisfaction of part-time instructional faculty and staff

In the fall of 1992, both part-time and full-time faculty expressed satisfaction with their jobs. About 85 percent of both groups said they were either somewhat or very satisfied with their jobs overall (table 48). Fifteen percent said they were either somewhat or very dissatisfied with their jobs.[19]

As noted earlier, there is evidence to suggest that part-time faculty have less job security than full-time faculty, as measured by the percentage of part-time and full-time faculty who reported having term-by-term contracts and temporary appointments (tables 13 and 14). Likewise, part-time faculty were more likely to report being dissatisfied with their job security in the fall of 1992 (45 percent) than full-time faculty (19 percent) (table 50). In fact, one-quarter (25 percent) of part-time instructional faculty and staff reported being "very dissatisfied" with their job security,[20] while the majority of full-time faculty (81 percent) reported being satisfied with this specific aspect of their jobs.

Part-time and full-time faculty expressed different levels of satisfaction with their opportunity for advancement in rank at their current institutions (table 51). More than one-half (56 percent) of part-time instructional faculty and staff were dissatisfied, while one-third (31 percent) of full-time faculty were dissatisfied with their opportunity for advancement in rank at their current institutions. A smaller percentage of humanities faculty employed part time expressed satisfaction with their opportunity for advancement than part-time faculty in other program areas. However, a higher percentage of part-time faculty members (84 percent) reported that they were satisfied with their workload than full-time faculty (68 percent) (table 49).

Two other indicators of job satisfaction are salary and benefits. Table 52 suggests that about 55 percent of both part-time and full-time faculty were satisfied with their pay. NSOPF:93 data support previous findings that part-time faculty express dissatisfaction with their benefits. While three-quarters (75 percent) of full-time faculty reported satisfaction with their benefits, less than one-half (43 percent) of part-time faculty did so (table 53). Thirty-three percent of part-time instructional faculty and staff responded that they were "very dissatisfied" with their benefits.[21]

These data suggest that while some extrinsic aspects of the job such as job security, opportunity for advancement, and benefits were sources of dissatisfaction for part-time faculty in the fall of 1992, overall job satisfaction remained high, suggesting that the intrinsic rewards of teaching at the college or university level were strong and that individual circumstances and differences in the environment from institution to institution do play a role in shaping what part-time faculty think.

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[19] Respondents were asked how satisfied or dissatisfied they were with aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed in the tables for analysis in this report.

[20] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

[21] Not shown in table; U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93) Data Analysis System (DAS).

Attitudes about the academic profession

Part-time instructional faculty and staff were less likely to agree with the statement that research is rewarded more than teaching than full-time faculty (table 54). One-half (49 percent) of full-time faculty agreed, while 31 percent of part-time faculty agreed. This pattern may reflect in part the greater presence of part-time faculty at community colleges, where research may not be rewarded as much, regardless of employment status.

Ninety-four percent of those teaching part time in academe in the fall of 1992 agreed that teaching effectiveness should be the primary criterion for promotion at their institution (table 55). A lower percentage (79 percent), while still a substantial majority, of full-time instructional faculty and staff also agreed that teaching effectiveness should be the primary criterion for promotion. These data contradict the notion that faculty members believe they should be rewarded principally for research.

A related item asked whether faculty agree or disagree that research and publications should be the primary criterion for promotion at their institution (table 56). Neither group was strongly inclined to agree, although faculty members in 4-year institutions were more likely to have this opinion than faculty in 2-year institutions. Faculty overall, whether full- or part-time, were more likely to believe that teaching, rather than research, should be the principal criterion by which performance is judged and rewarded.

Asked if they would pursue an academic career again, the majority of both part- and full-time faculty responded positively (table 57). Eighty-eight percent of part-time faculty and 89 percent of full-time faculty indicated that they would pursue an academic career again, which is consistent with the high overall level of job satisfaction reported by both groups.

These data suggest that at least from the faculty members' perspective, teaching effectiveness should be the primary criterion for promotion decisions. In an era when faculty, especially full-time faculty, are often believed to avoid teaching (Boyer 1998), it is indeed interesting to note the high percentages agreeing that teaching effectiveness should be the primary criterion for promotion, coupled with the relatively low percentages who reported that they thought research should be the primary criterion. However, it is possible that faculty at research universities answered these items differently from the rest of faculty employed at 4-year institutions.

Campus trends

Several items in the NSOPF:93 survey asked faculty about campus trends. Their responses contain a mix of optimism and pessimism about the current and future state of the academic enterprise.

When asked about the quality of undergraduate education at their institutions (table 58), 44 percent of part-time and 37 percent of full-time instructional faculty and staff thought it had improved over the recent past. Smaller proportions felt it had worsened (14 percent of part-time instructional faculty and staff and 18 percent of full-time instructional faculty and staff). On the whole, faculty members in the fall of 1992 were optimistic about recent trends in the quality of undergraduate education at their institution.

Both groups of faculty were optimistic about their institutions' abilities to meet the educational needs of students (table 59). Fifty-one percent of part-time and 41 percent of full-time instructional faculty and staff said that their institutions had improved on this measure. Consistent with the more positive views among part-time instructional faculty and staff on this question, fewer of them (16 percent) responded that ability to meet students' educational needs had worsened than the proportion of full-time faculty responding that way (23 percent).

Both part-time and full-time faculty took relatively neutral positions on whether the atmosphere for free expression of ideas had improved on their campuses (table 60). On balance, both groups were more likely (37 percent of part-time faculty and 22 percent of full-time faculty) to feel this atmosphere had improved than to feel that it had worsened over the recent past. Full-time instructional faculty and staff were more likely (18 percent) to think the atmosphere had worsened, than part-time instructional faculty and staff (11 percent). Overall, at least one-half of both groups (53 percent of part-time and 60 percent of full-time instructional faculty and staff) felt there had been no change.

When asked about the professional competence of individuals entering their academic fields at their institutions, about one-half of both groups responded that there had been no change (table 61). However, both full-time and part-time faculty members were more than twice as likely to indicate that the quality of entrants to the field had improved than to indicate that the quality of entrants had worsened.

Opportunities for advancement of junior faculty were seen as unchanged by about one-half of both groups (table 62). Thirty-two percent of part-time faculty felt that opportunities had worsened, as did 28 percent of full-time faculty. Those who were teaching part-time were slightly more pessimistic. But they were not as unambiguously pessimistic as might be expected if they felt opportunities had worsened for their own careers. Forty-one percent of part-time humanities faculty in 4-year institutions felt that opportunities had worsened. While in 4-year institutions this is a higher percentage than for part time faculty in other program areas, part-time faculty in social sciences and education (33 percent) and vocational training (33 percent) were exceptions.

A sizable percentage of both groups of faculty felt pressure to increase faculty workloads had worsened in recent years (table 63). A greater percentage of full-time faculty felt these pressures had worsened (54 percent) than part-time faculty (44 percent). Forty-six percent of part-time instructional faculty and staff felt there had been no change.

Summary

Part-time instructional faculty and staff reported being satisfied with their jobs overall in the fall of 1992, but were unhappy with certain aspects of their jobs including security, opportunity for advancement, and benefits. These data also suggest that faculty believe that teaching effectiveness should be the primary criterion for promotion decisions.

Responses about campus trends were mixed. On the whole, faculty members in the fall of 1992 were optimistic about recent trends in the quality of undergraduate education at their institution. Both groups of faculty were optimistic about their institutions' abilities to meet the educational needs of students. Faculty members, regardless of their employment status took relatively neutral positions on whether the atmosphere for free expression of ideas had improved on their campuses. Opportunities for advancement of junior faculty were seen as unchanged by about one-half of part-time and full-time faculty, but part-time faculty in the humanities were more likely to have felt that opportunities had worsened.

In an era characterized by increased accountability, shifting balances of power from faculty to administrators, and cost efficiency (Rhoades 1998), faculty reported feeling that pressure to increase workloads had worsened in recent years. This was a sentiment shared by both part-time and full-time faculty members alike.

These data provide a lens through which to view, in part, what part-time faculty thought in the fall of 1992. What they reveal is that part-time faculty and full-time faculty share similar concerns regarding the academic profession as a whole, and campus trends. Yet, there were differences between part-time and full-time faculty regarding satisfaction with their working conditions.

Conclusion

Those who teach part-time occupy varied roles and bring a diversity of characteristics and experience to the classroom. Their motivations for part-time employment include both intrinsic reasons, such as wanting to be part of an academic environment, to more pragmatic ones, such as the unavailability of full-time employment. NSOPF:93 data suggest that however satisfied part-time faculty may be in a global sense, they do have concerns about the terms under which they work, and about the commitment of colleges and universities to include them as fully enfranchised members of the academic community.

This report has affirmed the widely divergent circumstances of part-time instructional faculty and staff across teaching fields and different types of institutions. These data suggest that there is evidence of a relationship between gender and employment status by academic discipline and that more detailed analysis of the relationship between gender and employment status by academic discipline is needed.

These data also show that part-time instructional faculty and staff were not a homogeneous group in the fall of 1992. What has become clear is the diversity of the part-time instructional faculty and staff and the widely varying conditions under which they work. The academic profession is a highly attractive and highly satisfying one for many of those who teach, regardless of whether it is full or part time.

But, the survey also points to areas of possible concern. The percentage of part-time instructional faculty and staff may seem high to some in some fields, (business, education, and the humanities, for example) and in 2-year institutions (about 60 percent). Substantial numbers of part-time faculty in some fields reported that they would prefer full-time work, but could not find it.

Ultimately, the policy discussion regarding part-time faculty is dependent on the issue of quality of instruction. Postsecondary institutions have a shared mission of delivering quality instruction to students. If quality of education suffers from the increased use of part-time faculty, then steps could be taken to limit institutions' use of part-time faculty to deliver instruction. Some states have already taken these steps (Gappa and Leslie 1993). If, on the other hand, a faculty members' full- or part-time employment status within the institution does not affect quality of education, then policies may be implemented which would result in improvements in the working conditions for part-time faculty. Examples of these types of policies may include, changing salary structures, promoting collegiality between full- and part-time faculty members, and reviewing institutional policies as they affect professional development activities (Benjet and Loweth 1989; Lankard 1993). This policy debate is far from over and is becoming more crucial as the percentage of faculty members employed part time continues to increase.

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Compendium Tables

Table 1.—Percentage distribution of full- and part-time instructional faculty and staff in postsecondary institutions, by institution type: Fall 1992

Institution type	Employment status	
	Full-time	Part-time
Total number of instructional staff	**528,275**	**376,660**
All institutions[1]	**100.0**	**100.0**
Public research	20.3	6.7
Private not-for-profit research	6.1	4.6
Public Ph.D.[2]	10.0	5.5
Private not-for-profit Ph.D.[2]	5.4	4.8
Public comprehensive	17.9	12.5
Private not-for-profit comprehensive	7.3	9.7
Private not-for-profit liberal arts	7.2	5.6
Public two-year	20.8	44.2
All other[3]	5.0	6.5

[1] All public and private, not-for-profit Title IV participating, degree-granting institutions in the 50 states and the District of Columbia.

[2] Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

[3] Public liberal arts, private 2-year, and other specialized institutions except medical schools and medical centers.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

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Table 2.—Percentage distribution of instructional faculty and staff in postsecondary institutions, by employment status and institution type: Fall 1992

Institution type	Employment status	
	Full-time	Part-time
All institutions[1]	**58.4**	**41.6**
Public Research	80.9	19.1
Private Research	65.1	34.9
Public Ph.D.[2]	71.8	28.2
Private Ph.D.[2]	61.4	38.6
Public Comprehensive	66.8	33.2
Private Comprehensive	51.4	48.6
Private liberal arts	64.6	35.4
Public two-year	39.8	60.2
All other[3]	51.7	48.3

[1] All public and private, not-for-profit Title IV participating, degree-granting institutions in the 50 states and the District of Columbia.

[2] Includes institutions classified by the Carnegie Foundation as specialized medical schools and medical centers.

[3] Public liberal arts, private 2-year, and other specialized institutions except medical schools and medical centers.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 3.—Percentage distribution of part- and full-time instructional faculty and staff in postsecondary institutions, by program area: Fall 1992

Program area	Employment status Full-time	Part-time
All program areas[1]	**100.0**	**100.0**
Business, law, and communications	11.1	15.5
Humanities	14.0	15.9
Natural sciences and engineering	23.8	19.1
Social sciences and education	18.0	17.1
Vocational training	2.9	4.4
All other program areas[2]	30.1	27.9

[1] Data for health sciences faculty are included in the total, but are not shown separately by program area. See *Technical Notes* for details.

[2] Includes individuals who did not designate a program area.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 4.—Percentage distribution of instructional faculty and staff in postsecondary institutions, by employment status and program area: Fall 1992

Program area	Employment status	
	Full-time	Part-time
All program areas[1]	**58.4**	**41.6**
Business, law and communications	50.1	49.9
Humanities	55.2	44.8
Natural sciences and engineering	63.7	36.3
Social sciences and education	59.6	40.4
Vocational training	48.1	51.9
All other fields[2]	60.2	39.8

[1] Data for health sciences faculty are included in the total, but are not shown separately by program area. See *Technical Notes* for details.

[2] Includes individuals who did not designate a program area.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 5.—Average age and age distribution of instructional faculty and staff, by employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Average age	Age distribution					
		Under 35	35–44	45–54	55–64	65–70	71 or older
Part-time instructional faculty and staff	**45.8**	**15.0**	**34.2**	**30.0**	**13.7**	**4.8**	**2.2**
4-year institutions	46.0	14.1	34.7	29.8	13.9	5.2	2.4
Business, law, and communications	45.9	10.3	39.1	31.5	13.0	3.8	2.2
Humanities	45.5	19.1	27.0	33.8	13.7	3.2	3.2
Natural sciences and engineering	45.9	18.4	28.4	27.2	18.9	5.3	1.8
Social sciences and education	47.6	11.7	32.2	29.2	18.2	6.3	2.4
Vocational training	43.9	6.7	44.1	42.4	4.4	2.4	0.0
All other program areas*	45.5	13.6	39.8	28.0	10.0	6.0	2.5
2-year institutions	45.6	16.0	33.7	30.3	13.5	4.5	2.0
Business, law, and communications	46.4	12.5	30.4	37.2	13.6	5.1	1.2
Humanities	46.7	15.4	27.2	34.4	16.2	4.8	2.0
Natural sciences and engineering	46.1	17.4	30.9	29.4	15.0	5.4	2.0
Social sciences and education	46.9	10.3	35.5	33.3	12.9	5.1	2.8
Vocational training	44.4	18.5	39.9	23.9	10.8	4.9	2.1
All other program areas*	43.3	19.9	40.7	24.2	11.1	2.2	2.0
Full-time instructional faculty and staff	**48.0**	**8.2**	**29.7**	**36.5**	**21.2**	**3.7**	**0.8**
4-year institutions	47.9	8.4	30.6	34.8	21.3	4.1	0.8
Business, law, and communications	47.2	8.9	33.4	34.6	17.1	4.7	1.3
Humanities	49.3	7.1	23.3	39.4	25.1	4.2	0.9
Natural sciences and engineering	47.9	9.1	31.9	31.9	21.9	4.4	0.9
Social sciences and education	48.7	6.6	28.2	37.7	22.8	4.1	0.6
Vocational training	48.3	11.9	25.9	32.3	25.5	3.5	0.8
All other program areas*	47.0	9.4	33.5	33.5	19.5	3.5	0.5
2-year institutions	48.3	7.0	26.4	42.3	20.9	2.6	0.8
Business, law, and communications	48.8	5.5	25.2	43.4	20.9	3.7	1.3
Humanities	49.7	4.2	22.1	46.6	23.1	3.0	1.0
Natural sciences and engineering	48.3	8.7	21.8	45.0	21.7	1.8	0.9
Social sciences and education	48.4	7.3	25.8	42.0	22.1	2.3	0.6
Vocational training	48.5	5.8	30.3	39.1	21.0	2.0	1.9
All other program areas*	47.1	8.4	32.5	37.8	18.2	2.9	0.1

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 6.—Percentage distribution of instructional faculty and staff, by gender, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Gender	
	Male	Female
Part-time instructional faculty and staff	**55.4**	**44.6**
4-year institutions	55.0	45.0
Business, law, and communications	66.3	33.6
Humanities	40.9	59.1
Natural sciences and engineering	74.8	25.3
Social sciences and education	44.6	55.4
Vocational training	54.7	45.3
All other program areas*	53.5	46.5
2-year institutions	55.9	44.1
Business, law, and communications	67.8	32.2
Humanities	41.2	58.8
Natural sciences and engineering	69.7	30.3
Social sciences and education	46.7	53.3
Vocational training	87.1	12.9
All other program areas*	39.2	60.8
Full-time instructional faculty and staff	**66.8**	**33.2**
4-year institutions	70.2	29.8
Business, law, and communications	72.9	27.1
Humanities	62.2	37.8
Natural sciences and engineering	85.5	14.5
Social sciences and education	65.7	34.3
Vocational training	81.2	18.8
All other program areas*	63.0	37.0
2-year institutions	54.4	45.6
Business, law, and communications	49.2	50.8
Humanities	48.8	51.2
Natural sciences and engineering	71.3	28.7
Social sciences and education	52.2	47.8
Vocational training	86.6	13.4
All other program areas*	36.8	63.2

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 7.—Percentage distribution of instructional faculty and staff, by race/ethnicity, employment status, institution type, and program area: Fall 1992

	Race/ethnicity				
Employment status, institution type, and program area	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, non-Hispanic	Hispanic	White, non-Hispanic
Part-time instructional faculty faculty and staff	**0.6**	**3.2**	**4.8**	**3.0**	**88.3**
4-year institutions	0.4	3.7	5.1	2.3	88.6
Business, law, and communications	0.3	1.5	5.4	1.4	91.4
Humanities	0.1	2.6	4.0	4.7	88.5
Natural sciences and engineering	0.4	8.3	3.4	2.4	85.5
Social sciences and education	0.7	2.2	6.6	1.8	88.8
Vocational training	0.0	1.3	7.8	0.0	91.0
All other program areas*	0.3	4.3	5.2	1.9	88.3
2-year institutions	0.9	2.7	4.5	3.8	88.1
Business, law, and communications	0.6	1.9	5.3	2.4	89.9
Humanities	1.4	2.9	2.6	6.8	86.3
Natural sciences and engineering	1.3	3.8	4.0	2.4	88.6
Social sciences and education	0.7	2.5	8.5	3.3	85.0
Vocational training	0.1	1.3	3.5	6.3	88.8
All other program areas*	0.7	2.4	4.1	3.3	89.4
Full-time instructional faculty and staff	**0.5**	**5.2**	**5.2**	**2.6**	**86.5**
4-year institutions	0.3	5.8	4.9	2.2	86.8
Business, law, and communications	0.5	5.2	4.9	1.3	88.1
Humanities	0.3	3.4	4.2	3.9	88.2
Natural sciences and engineering	0.3	11.1	3.5	1.9	83.3
Social sciences and education	0.5	2.4	6.9	2.2	88.0
Vocational training	0.6	2.4	6.6	1.2	89.2
All other program areas*	0.3	5.0	5.0	2.2	87.5
2-year institutions	1.0	3.4	6.2	4.0	85.4
Business, law, and communications	1.9	1.8	5.4	3.0	87.8
Humanities	0.9	2.7	4.2	4.7	87.6
Natural sciences and engineering	1.0	5.5	3.4	3.2	87.0
Social sciences and education	1.7	3.5	9.7	6.8	78.3
Vocational training	0.7	2.0	3.4	4.4	89.6
All other program areas*	0.4	3.2	9.3	2.9	84.2

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 8.—Percentage distribution of instructional faculty and staff, by citizenship status, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Citizenship status	
	Citizen	Non-citizen
Part-time instructional faculty and staff	**96.1**	**3.9**
4-year institutions	95.0	5.0
Business, law, and communications	98.3	1.6
Humanities	92.3	7.7
Natural sciences and engineering	89.0	11.0
Social sciences and education	96.8	3.2
Vocational training	89.1	10.9
All other program areas*	96.2	3.8
2-year institutions	97.4	2.6
Business, law, and communications	98.3	1.7
Humanities	95.7	4.3
Natural sciences and engineering	96.6	3.4
Social sciences and education	98.5	1.5
Vocational training	99.3	0.7
All other program areas*	97.8	2.2
Full-time instructional faculty and staff	**93.6**	**6.4**
4-year institutions	92.4	7.6
Business, law, and communications	93.1	6.9
Humanities	93.0	7.0
Natural sciences and engineering	87.5	12.5
Social sciences and education	94.6	5.4
Vocational training	96.3	3.6
All other program areas*	94.1	5.9
2-year institutions	98.2	1.8
Business, law, and communications	99.8	0.1
Humanities	98.1	1.9
Natural sciences and engineering	96.9	3.1
Social sciences and education	96.9	3.1
Vocational training	98.8	1.2
All other program areas*	99.1	0.9

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 9.—Percentage distribution of instructional faculty and staff, by marital status and dependents, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Marital status and dependents			
	Single with no dependents	Single with dependents	Married with no dependents	Married with dependents
Part-time instructional faculty and staff	**17.6**	**7.5**	**20.2**	**54.6**
4-year institutions	17.8	7.0	21.7	53.5
Business, law, and communications	15.2	4.5	15.9	64.3
Humanities	21.1	6.3	32.1	40.5
Natural sciences and engineering	16.9	5.6	15.3	62.1
Social sciences and education	15.6	8.2	28.9	47.3
Vocational training	17.3	10.5	24.6	47.6
All other program areas*	19.3	8.3	18.2	54.1
2-year institutions	17.5	8.1	18.5	55.9
Business, law, and communications	15.8	6.6	11.9	65.6
Humanities	21.3	7.8	25.1	45.8
Natural sciences and engineering	18.4	6.9	14.8	59.9
Social sciences and education	16.1	9.8	22.2	51.9
Vocational training	9.4	8.8	10.6	71.2
All other program areas*	18.3	9.4	22.1	50.2
Full-time instructional faculty and staff	**15.2**	**7.4**	**16.4**	**61.0**
4-year institutions	15.0	6.7	16.2	62.1
Business, law, and communications	11.8	7.9	17.4	63.0
Humanities	19.0	8.0	19.4	53.6
Natural sciences and engineering	9.9	5.1	13.9	71.2
Social sciences and education	17.5	7.4	17.1	58.0
Vocational training	12.9	7.9	11.4	67.8
All other program areas*	17.1	6.5	15.8	60.7
2-year institutions	16.1	9.9	17.1	56.9
Business, law, and communications	15.6	9.2	19.0	56.1
Humanities	20.4	10.8	17.7	51.1
Natural sciences and engineering	13.6	7.3	17.3	61.7
Social sciences and education	16.8	13.5	15.4	54.4
Vocational training	13.7	9.8	13.1	63.4
All other program areas*	15.9	10.0	18.0	56.0

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 10.—Percentage distribution of instructional faculty and staff, by parents' level of education, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Highest education level of parents[1] High	Medium	Low
Part-time instructional faculty and staff	**4.2**	**50.3**	**45.5**
4-year institutions	5.0	53.0	42.0
Business, law, and communications	4.3	52.6	43.1
Humanities	4.6	57.4	38.0
Natural sciences and engineering	4.9	52.3	42.9
Social sciences and education	6.0	48.0	46.0
Vocational training	1.1	47.9	51.1
All other program areas[2]	5.1	54.8	40.1
2-year institutions	3.2	47.3	49.6
Business, law, and communications	3.0	40.5	56.5
Humanities	3.5	54.2	42.3
Natural sciences and engineering	3.2	43.9	52.9
Social sciences and education	3.6	47.0	49.4
Vocational training	2.3	40.0	57.7
All other program areas[2]	3.1	52.3	44.5
Full-time instructional faculty and staff	**5.0**	**50.5**	**44.5**
4-year institutions	5.5	52.4	42.1
Business, law, and communications	4.5	53.5	42.0
Humanities	5.0	53.1	41.9
Natural sciences and engineering	5.1	52.7	42.2
Social sciences and education	5.5	49.8	44.6
Vocational training	1.6	40.5	57.8
All other program areas[2]	6.6	53.6	39.8
2-year institutions	3.1	43.7	53.2
Business, law, and communications	2.6	40.2	57.3
Humanities	4.0	47.0	48.9
Natural sciences and engineering	3.4	41.9	54.8
Social sciences and education	1.9	49.1	49.0
Vocational training	3.4	31.1	65.5
All other program areas[2]	3.0	45.7	51.4

[1] Parents' level of education was calculated as the average of the respondent's mother's level of formal education and the respondent's father's level of formal education. Highest education level of parents was defined as low if parents average education was a high school education or below, as medium if parents average education was some college education or a bachelor's degree, and high if parents average education was more than a bachelor's degree.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 11.—Percentage distribution of instructional faculty and staff, by academic rank, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Academic rank Full professor	Associate professor	Assistant professor	Instructor or lecturer	Other rank/not applicable
Part-time instructional faculty and staff	**8.6**	**6.0**	**6.4**	**69.2**	**9.8**
4-year institutions	12.3	9.0	9.8	58.7	10.1
Business, law, and communications	20.9	6.9	5.0	57.9	9.2
Humanities	7.7	4.4	5.8	74.0	8.2
Natural sciences and engineering	14.1	7.0	8.7	56.9	13.3
Social sciences and education	9.7	6.7	9.1	63.6	10.9
Vocational training	7.1	5.2	3.5	79.7	4.5
All other program areas*	11.1	14.7	15.3	49.2	9.7
2-year institutions	4.2	2.5	2.5	81.3	9.5
Business, law, and communications	3.1	2.5	4.1	80.8	9.5
Humanities	6.1	2.1	1.3	81.0	9.4
Natural sciences and engineering	4.2	2.7	2.3	81.3	9.6
Social sciences and education	4.8	4.1	3.1	76.7	11.4
Vocational training	1.0	2.7	0.6	89.9	5.8
All other program areas*	4.2	1.3	3.1	81.9	9.5
Full-time instructional faculty and staff	**30.4**	**23.4**	**23.5**	**16.2**	**6.4**
4-year institutions	33.6	26.4	26.9	9.8	3.5
Business, law, and communications	31.1	26.7	29.5	10.8	1.9
Humanities	36.1	25.8	21.8	13.4	2.9
Natural sciences and engineering	41.2	26.1	23.6	6.5	2.6
Social sciences and education	4.8	28.5	26.3	8.1	2.2
Vocational training	0.3	28.1	32.4	13.6	5.6
All other program areas*	27.3	25.3	30.7	11.2	5.6
2-year institutions	19.0	13.0	11.7	39.3	17.0
Business, law, and communications	20.3	11.9	11.4	40.1	16.4
Humanities	24.6	12.9	12.6	33.4	16.5
Natural sciences and engineering	20.5	14.0	11.2	38.3	15.9
Social sciences and education	18.7	18.1	12.3	29.7	21.1
Vocational training	12.5	6.1	4.5	65.6	11.3
All other program areas*	15.6	11.9	13.8	40.8	17.9

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 12.—Percentage distribution of instructional faculty and staff, by tenure status, employment status, institution type, and program area: Fall 1992

	Tenure status		
Employment status, institution type, and program area	Tenured or on tenure track	Not on tenure track	No tenure system
Part-time instructional faculty and staff	**4.4**	**46.5**	**49.1**
4-year institutions	5.5	49.5	45.0
Business, law, and communications	4.4	50.5	45.0
Humanities	2.8	46.9	50.3
Natural sciences and engineering	6.9	44.3	48.8
Social sciences and education	5.4	51.5	43.2
Vocational training	2.8	53.3	43.9
All other program areas*	7.0	51.0	42.0
2-year institutions	3.1	43.0	53.9
Business, law, and communications	3.6	38.4	58.0
Humanities	1.9	44.5	53.6
Natural sciences and engineering	3.8	39.6	56.7
Social sciences and education	2.5	46.3	51.2
Vocational training	2.6	44.7	52.7
All other program areas*	3.7	45.9	50.4
Full-time instructional faculty and staff	**75.7**	**11.2**	**13.1**
4-year institutions	78.4	12.7	8.9
Business, law, and communications	80.0	12.3	7.7
Humanities	78.6	11.6	9.9
Natural sciences and engineering	85.9	8.4	5.7
Social sciences and education	83.3	10.6	6.0
Vocational training	76.5	13.4	10.2
All other program areas*	69.0	18.0	13.0
2-year institutions	66.0	6.0	28.0
Business, law, and communications	66.5	5.0	28.6
Humanities	70.6	3.9	25.5
Natural sciences and engineering	72.0	4.3	23.7
Social sciences and education	68.4	7.2	24.4
Vocational training	59.7	5.0	35.3
All other program areas*	58.3	8.9	32.8

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 13.—Percentage distribution of instructional faculty and staff, by duration of contract, employment status, institution type, and program area: Fall 1992

	Duration of contract				
Employment status, institution type, and program area	One academic term	One academic year	Limited number of years (two or more)	Unspecified duration	Other[1]
Part-time instructional faculty and staff	**59.8**	**16.8**	**2.0**	**14.0**	**7.5**
4-year institutions	52.4	24.8	2.9	12.1	7.8
Business, law, and communications	61.6	16.6	1.8	12.4	7.5
Humanities	61.7	19.7	3.0	5.9	9.7
Natural sciences and engineering	52.8	24.2	2.6	12.6	7.9
Social sciences and education	57.1	20.3	3.2	13.7	5.7
Vocational training	70.2	19.6	#	8.3	1.9
All other program areas[2]	39.7	34.6	3.6	13.5	8.6
2-year institutions	68.2	7.5	0.9	16.3	7.2
Business, law, and communications	71.2	6.8	0.7	16.7	4.6
Humanities	74.2	6.6	0.7	10.7	7.9
Natural sciences and engineering	76.0	5.4	0.5	11.8	6.3
Social sciences and education	66.6	8.8	1.0	15.8	7.9
Vocational training	54.8	7.0	0.3	31.9	6.1
All other program areas[2]	58.6	10.2	1.8	20.3	9.1
Full-time instructional faculty and staff	**6.4**	**23.7**	**8.8**	**5.6**	**55.4**
4-year institutions	5.9	22.3	9.9	5.8	56.1
Business, law, and communications	8.6	25.7	9.7	4.1	51.9
Humanities	5.3	19.6	9.9	4.2	61.0
Natural sciences and engineering	4.2	17.6	9.4	4.3	64.4
Social sciences and education	5.4	20.2	8.7	4.9	60.8
Vocational training	6.9	33.0	5.0	3.4	51.6
All other program areas[2]	6.8	26.6	11.2	8.8	46.5
2-year institutions	8.3	28.9	4.9	5.0	52.8
Business, law, and communications	8.6	26.6	5.1	3.9	55.7
Humanities	8.0	24.3	5.6	3.7	58.3
Natural sciences and engineering	7.1	28.3	4.8	3.7	56.0
Social sciences and education	7.4	28.7	4.1	3.8	56.0
Vocational training	8.0	30.2	4.3	9.5	48.0
All other program areas[2]	10.0	33.3	5.1	6.6	45.0

#Too small to report.

[1] Includes individuals with tenure.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 14.—Percentage distribution of instructional faculty and staff, by type of appointment, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Appointment	
	Regular	Temporary
Part-time instructional faculty and staff	**43.9**	**56.1**
4-year institutions	42.9	57.1
Business, law, and communications	28.8	71.2
Humanities	39.3	60.7
Natural sciences and engineering	42.9	57.1
Social sciences and education	33.0	67.0
Vocational training	39.7	60.3
All other program areas*	58.0	42.0
2-year institutions	45.0	55.0
Business, law, and communications	41.3	58.7
Humanities	38.2	61.8
Natural sciences and engineering	43.5	56.5
Social sciences and education	42.1	57.9
Vocational training	60.4	39.6
All other program areas*	50.7	49.3
Full-time instructional faculty and staff	**87.3**	**12.7**
4-year institutions	87.6	12.4
Business, law, and communications	86.9	13.1
Humanities	87.8	12.2
Natural sciences and engineering	87.0	13.0
Social sciences and education	88.6	11.4
Vocational training	91.7	8.3
All other program areas*	87.3	12.7
2-year institutions	86.4	13.6
Business, law, and communications	87.7	12.3
Humanities	85.6	14.4
Natural sciences and engineering	85.2	14.8
Social sciences and education	87.0	13.1
Vocational training	87.6	12.4
All other program areas*	86.6	13.4

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 15.—Average number of years instructional faculty and staff held their current job at a higher education institution and the average number of additional jobs held during the term, by employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Average years held current job	Average number of additional jobs held, fall 1992
Part-time instructional faculty and staff	**6.3**	**1.7**
4-year institutions	6.6	1.7
Business, law, and communications	6.5	1.6
Humanities	6.0	1.7
Natural sciences and engineering	6.3	1.5
Social sciences and education	5.4	1.6
Vocational training	5.3	1.5
All other program areas*	7.9	1.9
2-year institutions	5.9	1.6
Business, law, and communications	6.5	1.5
Humanities	5.5	1.7
Natural sciences and engineering	5.9	1.5
Social sciences and education	6.2	1.8
Vocational training	5.6	1.5
All other program areas*	5.7	1.9
Full-time instructional faculty and staff	**11.2**	**1.8**
4-year institutions	11.1	1.9
Business, law, and communications	9.7	1.9
Humanities	13.0	1.8
Natural sciences and engineering	12.3	1.9
Social sciences and education	11.5	1.9
Vocational training	10.5	1.6
All other program areas*	9.8	1.8
2-year institutions	11.5	1.6
Business, law, and communications	10.9	1.5
Humanities	12.8	1.5
Natural sciences and engineering	12.0	1.7
Social sciences and education	12.2	1.5
Vocational training	11.1	2.0
All other program areas*		

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 16.—Percentage distribution of instructional faculty and staff, by union status, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Union member: Yes	Union member: No	Union member: Not eligible or union not available
Part-time instructional faculty and staff	**11.9**	**13.5**	**74.7**
4-year institutions	7.2	10.8	81.9
Business, law, and communications	3.9	9.4	86.7
Humanities	10.9	10.0	79.1
Natural sciences and engineering	4.6	12.3	83.1
Social sciences and education	9.1	11.0	79.9
Vocational training	4.0	4.9	91.1
All other program areas*	7.5	11.4	81.1
2-year institutions	17.2	16.5	66.3
Business, law, and communications	10.6	20.3	69.1
Humanities	22.7	17.7	59.6
Natural sciences and engineering	17.8	15.8	66.4
Social sciences and education	19.9	17.2	62.9
Vocational training	13.6	13.7	72.8
All other program areas*	15.9	14.6	69.6
Full-time instructional faculty and staff	**22.4**	**15.4**	**62.2**
4-year institutions	15.1	16.2	68.7
Business, law, and communications	14.2	19.5	66.3
Humanities	19.5	12.8	67.7
Natural sciences and engineering	13.6	17.9	68.5
Social sciences and education	17.8	16.8	65.4
Vocational training	28.7	18.0	53.3
All other program areas*	12.4	14.8	72.8
2-year institutions	48.7	12.4	38.9
Business, law, and communications	46.0	12.8	41.2
Humanities	51.8	9.4	38.8
Natural sciences and engineering	47.1	14.6	38.4
Social sciences and education	51.1	11.8	37.1
Vocational training	49.0	14.9	36.1
All other program areas*	47.8	11.7	40.5

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 17.—Average household income and income from all sources for instructional faculty and staff, by employment status, institution type, and program area: Calendar Year 1992

Employment status, institution type, and program area	Total household income	Total income of faculty from all sources
Part-time instructional faculty and staff	**$67,637**	**$48,743**
4-year institutions	75,386	54,975
Business, law, and communications	87,372	65,212
Humanities	57,899	38,097
Natural sciences and engineering	72,007	53,098
Social sciences and education	72,363	46,295
Vocational training	70,274	45,744
All other program areas*	80,612	63,900
2-year institutions	58,701	41,557
Business, law, and communications	64,888	57,699
Humanities	57,917	34,148
Natural sciences and engineering	54,730	36,600
Social sciences and education	59,441	41,868
Vocational training	63,434	47,640
All other program areas*	57,702	40,336
Full-time instructional faculty and staff	**81,248**	**60,605**
4-year institutions	84,168	63,997
Business, law, and communications	93,161	69,011
Humanities	71,613	48,709
Natural sciences and engineering	82,342	64,187
Social sciences and education	80,240	57,467
Vocational training	70,586	56,704
All other program areas*	90,636	72,765
2-year institutions	70,851	48,524
Business, law, and communications	75,243	50,256
Humanities	66,945	48,930
Natural sciences and engineering	71,365	49,716
Social sciences and education	71,365	50,101
Vocational training	61,716	49,562
All other program areas*	73,708	45,261

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 18.—Average income of instructional faculty and staff, by source of income, employment status, institution type, and program area: Calendar Year 1992

	Source of income				
Employment status, institution type, and program area	Total income of faculty member from all sources	Basic salary from institution	Other income from institution	Outside consulting income	Other outside income
Part-time instructional faculty and staff	**$48,743**	**$10,180**	**$1,152**	**$3,515**	**$33,897**
4-year institutions	54,975	11,974	984	4,421	37,595
Business, law, and communications	65,212	9,408	609	9,204	45,990
Humanities	38,097	12,508	1,043	1,484	23,062
Natural sciences and engineering	53,098	14,173	1,192	4,080	33,653
Social sciences and education	46,295	10,168	945	2,042	33,140
Vocational training	45,744	8,486	5,686	2,241	29,331
All other program areas*	63,900	13,381	868	5,017	44,634
2-year institutions	41,557	8,111	1,345	2,469	29,632
Business, law, and communications	57,699	8,655	816	4,726	43,501
Humanities	34,148	10,104	532	883	22,629
Natural sciences and engineering	36,600	7,717	962	2,186	25,735
Social sciences and education	41,868	7,885	4,196	1,824	27,962
Vocational training	47,640	5,165	748	2,273	39,454
All other program areas*	40,336	7,776	1,244	3,050	28,265
Full-time instructional faculty and staff	**60,605**	**48,406**	**4,327**	**2,143**	**5,729**
4-year institutions	63,997	51,066	4,471	2,432	6,027
Business, law, and communications	69,011	52,717	5,019	4,060	7,215
Humanities	48,709	41,258	2,809	619	4,023
Natural sciences and engineering	64,187	52,824	4,623	2,454	4,287
Social sciences and education	57,467	45,667	4,470	2,822	4,508
Vocational training	56,704	45,457	3,163	2,611	5,472
All other program areas*	72,765	56,752	4,914	2,356	8,744
2-year institutions	48,524	38,931	3,814	1,113	4,665
Business, law, and communications	50,256	40,121	4,183	1,960	3,992
Humanities	48,930	40,548	4,183	1,310	2,888
Natural sciences and engineering	49,716	39,257	4,333	878	5,249
Social sciences and education	50,101	40,194	4,719	858	4,330
Vocational training	49,562	38,239	2,955	879	7,490
All other program areas*	45,261	36,584	2,728	1,040	4,908

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Detail may not add to total because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 19.—Percentage of part-time instructional faculty and staff, by reasons for holding a part time position, institution type, and program area: Fall 1992

Institution type and program area	Reasons for holding a part-time position[1]					
	Full-time employment unavailable	Preferred part-time employment	Finishing degree	Supplement income	To be in academia	Other reasons
Part-time instructional faculty and staff	43.1	52.2	9.6	56.6	70.5	20.0
4-year institutions	39.5	54.0	11.2	51.4	70.5	21.6
Business, law, and communications	31.8	57.4	4.6	59.3	70.4	22.3
Humanities	61.6	35.8	18.4	39.9	64.1	21.1
Natural sciences and engineering	33.4	51.8	10.7	53.5	72.9	23.6
Social sciences and education	35.3	57.8	15.8	54.1	71.6	15.9
Vocational training	35.7	58.3	14.3	67.6	68.0	19.6
All other program areas[2]	39.0	58.6	8.5	49.1	71.8	24.2
2-year institutions	47.2	50.2	7.8	62.6	70.4	18.2
Business, law, and communications	39.7	52.3	4.6	64.0	74.7	15.7
Humanities	60.6	36.9	10.5	50.8	67.9	17.3
Natural sciences and engineering	44.0	52.0	10.1	66.9	72.4	18.0
Social sciences and education	49.3	47.9	7.2	63.1	71.3	19.0
Vocational training	41.8	59.7	4.1	75.4	69.9	22.4
All other program areas[2]	45.8	55.4	6.6	61.5	67.2	18.9

[1] Individuals could choose as many reasons as applied; therefore the percentages will add to more than 100.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 20.—Percentage distribution of instructional faculty and staff, by highest level of degree, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Highest degree			
	Ph.D. or first-professional degree	Master's	Bachelor's	Less than bachelor's
Part-time instructional faculty and staff	**26.1**	**50.5**	**16.6**	**6.7**
4-year institutions	37.7	49.5	11.4	1.4
Business, law, and communications	42.7	45.8	10.6	0.9
Humanities	28.1	66.0	5.6	0.4
Natural sciences and engineering	39.1	46.5	13.7	0.6
Social sciences and education	40.6	52.0	7.0	0.4
Vocational training	7.2	58.4	26.9	7.5
All other program areas*	38.4	43.5	15.4	2.8
2-year institutions	12.8	51.6	22.7	12.9
Business, law, and communications	20.9	45.2	26.6	7.2
Humanities	13.2	76.8	8.9	1.1
Natural sciences and engineering	12.4	50.6	28.7	8.3
Social sciences and education	18.3	65.1	14.6	2.0
Vocational training	0.9	17.2	30.8	51.0
All other program areas*	8.6	40.7	26.5	24.3
Full-time instructional faculty and staff	**64.8**	**29.5**	**4.0**	**1.8**
4-year institutions	77.6	20.0	1.8	0.6
Business, law, and communications	74.8	23.0	1.8	0.3
Humanities	80.1	18.5	1.2	0.2
Natural sciences and engineering	87.8	11.1	0.9	0.2
Social sciences and education	84.7	13.8	0.8	0.2
Vocational training	54.0	37.5	7.1	1.4
All other program areas*	66.4	29.6	3.0	1.0
2-year institutions	18.9	63.2	11.7	6.2
Business, law, and communications	16.6	69.0	12.2	2.3
Humanities	31.0	67.5	1.5	0.0
Natural sciences and engineering	23.2	61.7	12.1	3.0
Social sciences and education	26.2	68.2	4.8	0.8
Vocational training	5.2	31.8	25.4	37.6
All other program areas*	8.6	66.3	17.2	7.8

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 21.—Percentage distribution of instructional faculty and staff, by whether current job is first/only job since highest degree, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	First/only job since highest degree achieved	
	Yes	No
Part-time instructional faculty and staff	**6.3**	**93.7**
4-year institutions	7.4	92.6
Business, law, and communications	3.6	96.4
Humanities	12.0	88.0
Natural sciences and engineering	7.5	92.5
Social sciences and education	5.9	94.1
Vocational training	1.7	98.3
All other program areas*	8.5	91.5
2-year institutions	5.0	95.0
Business, law, and communications	3.1	96.9
Humanities	6.7	93.3
Natural sciences and engineering	4.1	95.9
Social sciences and education	7.3	92.7
Vocational training	2.9	97.1
All other program areas*	5.0	95.0
Full-time instructional faculty and staff	**31.5**	**68.5**
4-year institutions	31.4	68.6
Business, law, and communications	26.0	74.0
Humanities	41.4	58.6
Natural sciences and engineering	33.8	66.2
Social sciences and education	31.8	68.3
Vocational training	35.6	64.3
All other program areas*	26.9	73.0
2-year institutions	31.8	68.2
Business, law, and communications	31.6	68.4
Humanities	36.2	63.8
Natural sciences and engineering	32.4	67.6
Social sciences and education	34.3	65.7
Vocational training	33.0	67.0
All other program areas*	26.6	73.3

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 22.—Percentage distribution of instructional faculty and staff, by presence or absence of other employment during the fall term, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Employment during fall term	
	Employed only at institution	Other employment
Part-time instructional faculty and staff	**22.8**	**77.2**
4-year institutions	24.5	75.5
Business, law, and communications	14.9	85.1
Humanities	37.6	62.4
Natural sciences and engineering	29.2	70.8
Social sciences and education	27.0	73.0
Vocational training	13.4	86.6
All other program areas*	20.6	79.5
2-year institutions	20.9	79.1
Business, law, and communications	14.1	85.9
Humanities	30.3	69.7
Natural sciences and engineering	20.6	79.4
Social sciences and education	26.4	73.6
Vocational training	11.9	88.1
All other program areas*	18.0	82.0
Full-time instructional faculty and staff	**74.5**	**25.5**
4-year institutions	75.1	24.9
Business, law, and communications	68.4	31.6
Humanities	85.6	14.4
Natural sciences and engineering	80.4	19.6
Social sciences and education	72.9	27.1
Vocational training	77.9	22.1
All other program areas*	70.0	30.0
2-year institutions	72.4	27.6
Business, law, and communications	72.1	27.9
Humanities	79.1	20.9
Natural sciences and engineering	75.5	24.5
Social sciences and education	74.9	25.1
Vocational training	70.0	30.0
All other program areas*	64.7	35.3

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 23.—Percentage distribution of instructional faculty and staff who had other employment during the fall term, by employment status of main other job, employment status of current job, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Employment status of other main job	
	Full-time	Part-time
Part-time instructional faculty and staff	**63.7**	**36.3**
4-year institutions	61.5	38.5
Business, law, and communications	77.7	22.3
Humanities	33.8	66.2
Natural sciences and engineering	70.5	29.5
Social sciences and education	66.7	33.3
Vocational training	72.0	28.0
All other program areas*	55.4	44.6
2-year institutions	66.1	33.9
Business, law, and communications	84.1	15.9
Humanities	49.5	50.5
Natural sciences and engineering	67.9	32.1
Social sciences and education	64.3	35.7
Vocational training	78.5	21.5
All other program areas*	59.8	40.2
Full-time instructional faculty and staff	**8.7**	**91.3**
4-year institutions	7.6	92.4
Business, law, and communications	6.3	93.8
Humanities	8.7	91.3
Natural sciences and engineering	5.4	94.6
Social sciences and education	5.2	94.8
Vocational training	5.6	94.4
All other program areas*	10.3	89.7
2-year institutions	12.2	87.8
Business, law, and communications	18.8	81.2
Humanities	6.8	93.2
Natural sciences and engineering	6.4	93.6
Social sciences and education	12.9	87.1
Vocational training	25.7	74.3
All other program areas*	11.6	88.4

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 24.—Percentage distribution of instructional faculty and staff who had other employment during the fall term, by employment sector of other main job, employment status of current job, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Employment sector of main other job				
	Post-secondary institution	Hospital/ foundation government	Consulting self-employment	For-profit business	Other
Part-time instructional faculty and staff	**17.7**	**22.6**	**22.5**	**15.0**	**22.2**
4-year institutions	17.4	22.6	26.9	14.1	19.0
Business, law, and communications	11.0	15.4	34.7	27.6	11.3
Humanities	47.5	9.1	15.8	6.1	21.4
Natural sciences and engineering	16.6	18.0	20.2	24.6	20.6
Social sciences and education	20.2	18.8	19.9	5.5	35.6
Vocational training	23.8	27.5	23.6	17.8	7.3
All other program areas*	8.9	34.9	33.4	10.1	12.7
2-year institutions	18.0	22.6	17.6	16.0	25.8
Business, law, and communications	11.4	18.4	26.9	27.3	16.1
Humanities	34.8	11.2	10.0	8.3	35.8
Natural sciences and engineering	20.8	14.5	16.1	20.0	28.6
Social sciences and education	19.2	23.1	16.8	7.5	33.3
Vocational training	3.4	34.8	14.5	28.5	18.9
All other program areas*	13.0	37.0	19.9	9.2	21.0
Full-time instructional faculty and staff	**12.8**	**18.6**	**54.6**	**6.2**	**7.8**
4-year institutions	10.9	18.2	58.0	5.3	7.6
Business, law, and communications	11.4	2.5	75.0	8.4	2.7
Humanities	25.4	12.7	45.5	8.5	8.0
Natural sciences and engineering	12.5	11.4	65.4	5.3	5.5
Social sciences and education	12.6	12.9	63.4	3.6	7.5
Vocational training	8.2	7.0	66.0	13.3	5.5
All other program areas*	6.2	32.0	47.1	4.1	10.6
2-year institutions	18.8	19.6	43.9	9.3	8.3
Business, law, and communications	14.9	5.3	56.1	13.7	9.9
Humanities	30.4	8.5	40.3	9.0	11.9
Natural sciences and engineering	29.1	7.7	50.8	7.4	5.0
Social sciences and education	24.6	8.4	51.6	8.5	6.9
Vocational training	12.1	9.8	50.6	15.7	11.8
All other program areas*	9.1	43.1	32.3	7.5	8.0

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 25.—Percentage distribution of instructional faculty and staff who had other employment during the fall term, by primary responsibility of main other job, employment status of current job, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Primary responsibility of main other job		
	Teaching	Research	Other
Part-time instructional faculty and staff	33.3	3.9	62.8
4-year institutions	29.6	5.6	64.8
Business, law, and communications	15.6	2.4	82.0
Humanities	63.3	3.8	33.0
Natural sciences and engineering	28.7	19.7	51.7
Social sciences and education	34.1	6.1	59.8
Vocational training	37.9	#	62.1
All other program areas*	22.9	2.5	74.6
2-year institutions	37.4	2.0	60.6
Business, law, and communications	19.6	0.9	79.6
Humanities	63.6	1.2	35.2
Natural sciences and engineering	42.3	4.7	53.0
Social sciences and education	39.0	1.9	59.0
Vocational training	17.8	0.5	81.7
All other program areas*	33.1	0.8	66.1
Full-time instructional faculty and staff	**19.9**	**11.9**	**68.3**
4-year institutions	17.9	15.0	67.1
Business, law, and communications	17.8	13.8	68.4
Humanities	35.8	6.6	57.6
Natural sciences and engineering	12.2	28.1	59.8
Social sciences and education	21.1	20.0	58.9
Vocational training	19.7	12.1	68.2
All other program areas*	15.3	7.9	76.7
2-year institutions	26.2	1.7	72.1
Business, law, and communications	23.5	1.9	74.6
Humanities	39.6	0.9	59.6
Natural sciences and engineering	36.4	3.7	59.9
Social sciences and education	23.1	1.0	75.9
Vocational training	17.1	#	83.0
All other program areas*	19.6	1.5	78.8

#Too small to report.

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 26.—Percentage distribution of instructional faculty and staff, by whether they received any undergraduate academic honors or awards, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Any undergraduate awards	
	Yes	No
Part-time instructional faculty and staff	**52.8**	**47.2**
4-year institutions	55.6	44.4
Business, law, and communications	53.0	47.0
Humanities	63.5	36.5
Natural sciences and engineering	55.8	44.2
Social sciences and education	57.2	42.8
Vocational training	49.3	50.7
All other program areas*	52.8	47.3
2-year institutions	49.5	50.5
Business, law, and communications	46.5	53.5
Humanities	58.7	41.3
Natural sciences and engineering	51.2	48.8
Social sciences and education	55.5	44.5
Vocational training	27.9	72.1
All other program areas*	46.0	54.0
Full-time instructional faculty and staff	**60.4**	**39.6**
4-year institutions	62.9	37.1
Business, law, and communications	62.1	37.9
Humanities	69.6	30.4
Natural sciences and engineering	62.7	37.3
Social sciences and education	62.4	37.6
Vocational training	50.6	49.4
All other program areas*	61.2	38.8
2-year institutions	51.7	48.3
Business, law, and communications	51.5	48.5
Humanities	62.7	37.3
Natural sciences and engineering	53.3	46.7
Social sciences and education	54.8	45.2
Vocational training	27.4	72.5
All other program areas*	49.3	50.7

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 27.—Percentage distribution of instructional faculty and staff, by principal activity, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Principal activity[1]			
	Teaching	Research	Administration	Other
Part-time instructional faculty and staff	**92.2**	**1.6**	**1.0**	**5.2**
4-year institutions	89.1	2.6	1.3	6.9
Business, law, and communications	97.4	0.3	0.6	1.8
Humanities	96.9	0.3	0.5	2.3
Natural sciences and engineering	85.3	11.9	0.0	2.8
Social sciences and education	90.9	1.6	3.9	3.6
Vocational training	96.1	#	0.0	3.9
All other program areas[2]	81.7	1.6	1.1	15.6
2-year institutions	95.8	0.3	0.6	3.3
Business, law, and communications	97.8	0.7	1.0	0.5
Humanities	99.6	0.1	0.1	0.2
Natural sciences and engineering	99.0	0.5	0.1	0.4
Social sciences and education	95.1	#	2.2	2.7
Vocational training	94.3	#	0.5	5.2
All other program areas[2]	89.0	0.2	0.6	10.2
Full-time instructional faculty and staff	**74.3**	**9.6**	**9.4**	**6.7**
4-year institutions	70.7	12.3	9.6	7.4
Business, law, and communications	80.4	6.8	9.7	3.0
Humanities	85.3	2.8	10.5	1.3
Natural sciences and engineering	66.4	24.1	6.3	3.2
Social sciences and education	76.9	7.4	11.5	4.2
Vocational training	86.9	4.3	3.1	5.8
All other program areas[2]	60.0	12.4	10.9	16.7
2-year institutions	87.2	0.1	8.4	4.3
Business, law, and communications	90.4	#	6.1	3.5
Humanities	90.2	#	7.9	1.8
Natural sciences and engineering	93.7	#	6.1	0.2
Social sciences and education	77.8	0.3	14.3	7.6
Vocational training	93.3	#	3.1	3.5
All other program areas[2]	81.5	0.4	10.1	8.1

#Too small to report.

[1] Faculty were asked to identify their principal activity during the 1992 fall term. If they had equal responsibilities they were asked to select one.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 28.—Percentage distribution of instructional faculty and staff, by time allocation, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Percent of time spent on various activities: Teaching[1]	Research	Administration	Other
Part-time instructional faculty and staff	**59.4**	**7.1**	**5.7**	**27.2**
4-year institutions	55.1	9.5	6.4	28.6
Business, law, and communications	46.4	5.5	5.7	41.4
Humanities	69.9	9.3	4.0	16.6
Natural sciences and engineering	54.4	17.4	4.8	23.3
Social sciences and education	56.5	9.4	9.9	23.7
Vocational training	53.2	9.9	5.4	31.3
All other program areas[2]	52.5	8.3	6.3	32.5
2-year institutions	64.5	4.3	5.0	25.6
Business, law, and communications	57.7	2.2	6.4	33.2
Humanities	73.6	4.7	3.6	17.4
Natural sciences and engineering	68.4	3.4	5.4	22.7
Social sciences and education	64.9	5.0	5.8	23.2
Vocational training	56.5	3.0	3.7	36.0
All other program areas[2]	59.8	6.3	4.8	28.2
Full-time instructional faculty and staff	**54.4**	**17.6**	**13.1**	**14.7**
4-year institutions	50.4	21.3	13.3	14.8
Business, law, and communications	54.1	18.3	12.4	15.0
Humanities	59.7	17.8	13.1	9.1
Natural sciences and engineering	49.7	28.9	11.1	10.2
Social sciences and education	51.8	19.6	14.6	13.8
Vocational training	58.5	11.4	12.4	17.7
All other program areas[2]	44.5	19.5	14.8	21.0
2-year institutions	68.7	4.5	12.1	14.6
Business, law, and communications	66.9	3.8	12.2	17.0
Humanities	72.5	5.8	10.6	11.1
Natural sciences and engineering	74.2	3.7	10.3	11.8
Social sciences and education	61.3	4.7	14.5	19.5
Vocational training	72.0	3.8	10.6	13.6
All other program areas[2]	65.3	4.8	13.7	15.9

[1] Teaching activities includes time in the classroom, grading, course preparation, and advising.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 29.—Average hours worked per week, number of classes taught, hours in classroom, students taught, and student contact hours per week for instructional faculty and staff, by employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Average				
	Hours per week worked	Classes taught	Hours per week teaching credit classes	Students taught in credit classes	Student contact hours per week in credit classes[1]
Part-time instructional faculty and staff	**33.8**	**1.9**	**7.0**	**43.3**	**170.3**
4-year institutions	35.8	1.8	6.5	44.8	166.5
Business, law, and communications	39.9	1.7	5.6	40.4	139.7
Humanities	31.8	2.0	7.4	48.3	177.5
Natural sciences and engineering	35.7	1.6	6.0	46.8	169.1
Social sciences and education	34.3	1.5	5.8	42.4	148.3
Vocational training	36.0	1.9	5.2	27.4	86.9
All other program areas[2]	36.3	1.9	7.3	47.3	193.4
2-year institutions	31.6	2.0	7.6	41.7	174.5
Business, law, and communications	32.8	1.8	6.7	36.4	152.6
Humanities	28.9	2.1	7.3	44.9	165.1
Natural sciences and engineering	31.9	1.9	7.2	41.2	173.1
Social sciences and education	29.6	2.1	7.1	52.5	188.4
Vocational training	34.7	1.7	9.1	35.8	202.0
All other program areas[2]	32.7	2.1	8.7	38.3	181.7
Full-time instructional faculty and staff	**52.5**	**2.9**	**11.0**	**85.4**	**337.4**
4-year institutions	54.1	2.5	9.5	82.0	302.8
Business, law, and communications	53.0	2.8	8.9	90.0	295.6
Humanities	52.0	2.9	9.6	74.9	257.8
Natural sciences and engineering	55.5	2.3	8.3	83.7	314.3
Social sciences and education	53.5	2.8	9.2	85.4	294.3
Vocational training	54.6	3.3	13.7	91.5	391.7
All other program areas[2]	54.6	2.4	10.7	77.5	320.1
2-year institutions	46.8	4.1	16.2	96.8	451.9
Business, law, and communications	47.0	4.7	15.2	96.2	374.9
Humanities	47.5	4.4	14.4	107.3	397.6
Natural sciences and engineering	46.9	4.2	16.4	99.5	480.7
Social sciences and education	45.6	4.2	12.9	120.3	476.0
Vocational training	46.0	4.4	24.7	72.6	503.6
All other program areas[2]	47.0	3.5	16.8	82.1	468.4

[1] For each class taught, the average number of hours per week the faculty member taught the class was multiplied by the number of students enrolled in the class and summed to obtain the total student contact hours in up to five classes for credit.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 30.—Average number of classes taught by instructional faculty and staff, by level of student in classes for credit, and by employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Classes taught	Level of student: Undergraduate	Level of student: Graduate
Part-time instructional faculty and staff	**1.9**	**1.6**	**0.2**
4-year institutions	1.8	1.4	0.3
Business, law, and communications	1.7	1.1	0.5
Humanities	2.0	1.9	0.1
Natural sciences and engineering	1.6	1.4	0.2
Social sciences and education	1.5	1.1	0.5
Vocational training	1.9	1.4	0.1
All other program areas*	1.9	1.3	0.4
2-year institutions	2.0	1.8	+
Business, law, and communications	1.8	1.6	+
Humanities	2.1	1.9	+
Natural sciences and engineering	1.9	1.7	+
Social sciences and education	2.1	2.0	+
Vocational training	1.7	1.6	+
All other program areas*	2.1	1.8	+
Full-time instructional faculty and staff	**2.9**	**2.3**	**0.5**
4-year institutions	2.5	2.0	0.6
Business, law, and communications	2.8	2.0	0.7
Humanities	2.9	2.6	0.3
Natural sciences and engineering	2.3	1.8	0.5
Social sciences and education	2.8	2.0	0.7
Vocational training	3.3	2.8	0.3
All other program areas*	2.4	1.8	0.8
2-year institutions	4.1	3.5	+
Business, law, and communications	4.7	3.9	+
Humanities	4.4	3.9	+
Natural sciences and engineering	4.2	3.6	+
Social sciences and education	4.2	3.6	+
Vocational training	4.4	3.5	+
All other program areas*	3.5	3.1	+

*Includes individuals who did not designate a program area of instruction.

+Not applicable

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 31.—Percentage distribution of instructional faculty and staff, by level of students in classes for credit, and by employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Level of students in classes for credit		
	Undergraduate	Both	Graduate
Part-time instructional faculty and staff	**86.3**	**2.1**	**11.6**
4-year institutions	74.7	3.4	21.9
Business, law, and communications	64.7	4.1	31.2
Humanities	94.5	2.4	3.1
Natural sciences and engineering	83.3	1.6	15.1
Social sciences and education	65.8	3.8	30.4
Vocational training	95.3	2.4	2.4
All other program areas*	70.8	4.3	24.9
Full-time instructional faculty and staff	**70.1**	**13.7**	**16.2**
4-year institutions	61.2	17.7	21.1
Business, law, and communications	56.2	19.5	24.3
Humanities	78.4	16.0	5.6
Natural sciences and engineering	61.9	17.1	21.0
Social sciences and education	58.0	22.9	19.0
Vocational training	75.4	20.1	4.4
All other program areas*	55.3	14.4	30.3

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 32.—Average contact hours spent on individualized instruction, average regular scheduled office hours, and average informal contact hours per week by instructional faculty and staff, by employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Contact hours per week on individualized instruction[1]	Regular scheduled office hours per week	Informal contact hours per week with students
Part-time instructional faculty and staff	**3.6**	**3.6**	**2.2**
4-year institutions	3.9	4.2	2.4
Business, law, and communications	2.6	2.8	2.1
Humanities	3.8	3.5	2.0
Natural sciences and engineering	3.5	4.2	2.0
Social sciences and education	2.8	3.8	2.2
Vocational training	3.5	3.3	2.4
All other program areas[2]	5.5	5.5	2.9
2-year institutions	3.2	2.9	2.0
Business, law, and communications	2.0	2.1	1.5
Humanities	3.2	2.8	2.0
Natural sciences and engineering	2.5	2.7	1.6
Social sciences and education	3.0	2.9	1.8
Vocational training	4.3	3.4	3.3
All other program areas[2]	4.5	3.3	2.5
Full-time instructional faculty and staff	**6.5**	**8.1**	**5.0**
4-year institutions	6.7	7.9	5.1
Business, law, and communications	5.0	8.5	5.5
Humanities	4.3	6.5	4.2
Natural sciences and engineering	7.6	6.8	5.0
Social sciences and education	5.3	8.0	5.3
Vocational training	6.4	8.5	6.5
All other program areas[2]	8.6	9.1	5.1
2-year institutions	6.0	8.7	4.8
Business, law, and communications	6.0	8.3	4.7
Humanities	4.7	8.3	4.3
Natural sciences and engineering	4.8	8.0	4.6
Social sciences and education	4.3	10.6	5.1
Vocational training	7.5	8.2	4.5
All other program areas[2]	8.3	9.0	5.1

[1] Individualized instruction includes independent study or one-on-one instruction, including working with individual students in a clinical or research setting.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 33.—Percentage distribution of instructional faculty and staff, by use of computational tools or software in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Computational tools/software None	Some	All
Part-time instructional faculty and staff	**67.7**	**16.0**	**16.4**
4-year institutions	70.5	15.0	14.5
Business, law, and communications	64.0	20.7	15.3
Humanities	82.8	9.6	7.6
Natural sciences and engineering	45.8	20.0	34.2
Social sciences and education	77.5	12.1	10.4
Vocational training	72.8	17.7	9.5
All other program areas*	74.8	14.5	10.7
2-year institutions	65.2	16.8	18.0
Business, law, and communications	64.8	17.4	17.8
Humanities	76.5	14.8	8.8
Natural sciences and engineering	44.2	21.5	34.3
Social sciences and education	76.0	13.3	10.7
Vocational training	64.6	18.9	16.5
All other program areas*	76.9	13.5	9.7
Full-time instructional faculty and staff	**56.3**	**25.9**	**17.8**
4-year institutions	59.0	23.6	17.5
Business, law, and communications	44.7	29.6	25.7
Humanities	79.6	12.8	7.7
Natural sciences and engineering	38.3	30.8	30.9
Social sciences and education	65.2	22.3	12.6
Vocational training	56.5	31.0	12.4
All other program areas*	67.7	21.4	11.0
2-year institutions	48.9	32.4	18.8
Business, law, and communications	32.6	45.0	22.4
Humanities	69.5	19.8	10.7
Natural sciences and engineering	26.7	38.1	35.2
Social sciences and education	65.8	23.0	11.2
Vocational training	47.7	39.9	12.4
All other program areas*	53.0	33.5	13.5

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 34.—Percentage distribution of instructional faculty and staff, by use of computer-aided or machine-aided instruction in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Computer-aided instruction		
	None	Some	All
Part-time instructional faculty and staff	**69.0**	**16.7**	**14.3**
4-year institutions	72.0	14.5	13.5
Business, law, and communications	68.0	16.6	15.4
Humanities	77.1	12.9	10.0
Natural sciences and engineering	61.1	14.0	24.9
Social sciences and education	75.5	13.4	11.1
Vocational training	70.5	17.9	11.6
All other program areas*	75.0	15.4	9.7
2-year institutions	66.2	18.7	15.1
Business, law, and communications	69.4	16.0	14.6
Humanities	68.9	19.3	11.8
Natural sciences and engineering	59.5	20.1	20.3
Social sciences and education	72.8	16.2	11.0
Vocational training	65.0	15.6	19.4
All other program areas*	66.3	20.8	12.9
Full-time instructional faculty and staff	**64.4**	**24.4**	**11.2**
4-year institutions	69.0	21.1	9.9
Business, law, and communications	65.3	23.7	11.0
Humanities	78.0	15.8	6.2
Natural sciences and engineering	65.2	21.9	12.9
Social sciences and education	73.4	17.8	8.8
Vocational training	51.9	36.0	12.1
All other program areas*	65.8	24.6	9.6
2-year institutions	51.9	33.4	14.8
Business, law, and communications	44.5	38.2	17.3
Humanities	57.5	29.8	12.7
Natural sciences and engineering	46.9	35.5	17.6
Social sciences and education	65.1	24.2	10.6
Vocational training	56.8	30.4	12.8
All other program areas*	47.0	37.8	15.3

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 35.—Percentage distribution of instructional faculty and staff, by use of student presentations in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Student presentations None	Some	All
Part-time instructional faculty and staff	**39.8**	**30.4**	**29.7**
4-year institutions	33.8	30.8	35.4
Business, law, and communications	30.0	33.6	36.4
Humanities	28.5	30.4	41.0
Natural sciences and engineering	64.8	18.4	16.8
Social sciences and education	27.6	34.3	38.2
Vocational training	28.5	32.1	39.4
All other program areas*	26.1	34.6	39.4
2-year institutions	45.1	30.1	24.8
Business, law, and communications	44.1	30.7	25.2
Humanities	27.2	37.6	35.2
Natural sciences and engineering	69.4	19.9	10.7
Social sciences and education	35.3	30.6	34.1
Vocational training	39.1	34.6	26.3
All other program areas*	38.3	35.0	26.7
Full-time instructional faculty and staff	**35.5**	**40.9**	**23.7**
4-year institutions	35.4	39.4	25.2
Business, law, and communications	30.8	36.3	32.9
Humanities	26.6	44.4	29.1
Natural sciences and engineering	56.6	31.2	12.2
Social sciences and education	31.1	42.0	26.9
Vocational training	29.6	43.3	27.1
All other program areas*	25.5	43.4	31.1
2-year institutions	35.7	44.8	19.5
Business, law, and communications	32.7	44.7	22.6
Humanities	25.8	46.7	27.5
Natural sciences and engineering	56.0	37.2	6.9
Social sciences and education	29.3	46.5	24.3
Vocational training	41.2	43.2	15.6
All other program areas*	27.3	50.4	22.3

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 36.—Percentage distribution of instructional faculty and staff, by use of multiple-choice midterm and/or final exams in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Multiple choice midterm/finals None	Some	All
Part-time instructional faculty and staff	**45.0**	**23.5**	**31.5**
4-year institutions	51.5	21.6	26.9
Business, law, and communications	36.3	23.7	40.0
Humanities	71.1	16.1	12.8
Natural sciences and engineering	49.8	22.3	27.9
Social sciences and education	45.9	23.0	31.2
Vocational training	52.6	26.1	21.4
All other program areas*	50.9	22.9	26.2
2-year institutions	39.2	25.2	35.6
Business, law, and communications	24.6	31.6	43.8
Humanities	57.0	18.5	24.5
Natural sciences and engineering	42.9	25.9	31.2
Social sciences and education	26.4	24.4	49.1
Vocational training	20.7	31.6	47.8
All other program areas*	42.9	24.2	32.9
Full-time instructional faculty and staff	**44.5**	**29.6**	**26.0**
4-year institutions	49.5	27.9	22.7
Business, law, and communications	28.5	37.6	33.9
Humanities	72.1	19.0	8.9
Natural sciences and engineering	58.2	23.0	18.8
Social sciences and education	41.2	32.5	26.3
Vocational training	33.7	31.3	35.0
All other program areas*	42.0	30.6	27.4
2-year institutions	30.8	34.3	35.0
Business, law, and communications	17.0	46.1	36.8
Humanities	53.8	27.0	19.1
Natural sciences and engineering	39.6	34.1	26.3
Social sciences and education	21.6	35.2	43.2
Vocational training	24.7	39.5	35.8
All other program areas*	18.8	32.3	48.9

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF-93).

Table 37.—Percentage distribution of instructional faculty and staff, by use of short-answer midterm and/or final exams in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Short answer midterm/finals		
	None	Some	All
Part-time instructional faculty and staff	**47.4**	**25.9**	**26.7**
4-year institutions	50.9	23.7	25.5
Business, law, and communications	44.0	22.9	33.1
Humanities	52.4	21.8	25.8
Natural sciences and engineering	43.4	24.4	32.2
Social sciences and education	54.5	22.9	22.7
Vocational training	60.1	24.5	15.4
All other program areas*	55.4	25.7	18.9
2-year institutions	44.3	28.0	27.8
Business, law, and communications	43.2	31.4	25.4
Humanities	52.2	23.5	24.3
Natural sciences and engineering	34.5	32.3	33.1
Social sciences and education	54.0	22.5	23.5
Vocational training	40.2	33.5	26.2
All other program areas*	45.2	25.6	29.1
Full-time instructional faculty and staff	**44.0**	**34.2**	**21.8**
4-year institutions	44.8	33.1	22.1
Business, law, and communications	41.8	35.3	22.9
Humanities	48.5	32.8	18.7
Natural sciences and engineering	39.7	31.3	28.9
Social sciences and education	45.5	33.1	21.3
Vocational training	44.2	32.2	23.6
All other program areas*	48.3	34.3	17.4
2-year institutions	41.9	37.2	20.9
Business, law, and communications	31.9	47.4	20.6
Humanities	45.8	33.9	20.3
Natural sciences and engineering	35.6	37.5	26.8
Social sciences and education	46.2	35.5	18.4
Vocational training	33.1	43.5	23.4
All other program areas*	49.7	33.9	16.4

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 38.—Percentage distribution of instructional faculty and staff, by use of term/research papers in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Term/research papers None	Some	All
Part-time instructional faculty and staff	**53.9**	**19.1**	**27.1**
4-year institutions	48.3	20.5	31.2
Business, law, and communications	42.9	25.1	32.0
Humanities	41.3	20.8	37.9
Natural sciences and engineering	67.3	11.3	21.4
Social sciences and education	35.5	23.3	41.2
Vocational training	56.7	15.3	28.0
All other program areas*	54.5	21.3	24.2
2-year institutions	58.8	17.8	23.4
Business, law, and communications	59.8	21.0	19.2
Humanities	42.4	20.9	36.8
Natural sciences and engineering	79.6	10.1	10.3
Social sciences and education	40.6	23.0	36.4
Vocational training	66.3	14.5	19.2
All other program areas*	55.5	20.6	23.9
Full-time instructional faculty and staff	**42.4**	**35.0**	**22.6**
4-year institutions	39.5	34.9	25.6
Business, law, and communications	32.9	37.1	30.0
Humanities	27.3	40.2	32.5
Natural sciences and engineering	59.4	27.8	12.9
Social sciences and education	24.6	38.2	37.3
Vocational training	23.7	50.3	26.1
All other program areas*	44.0	33.7	22.3
2-year institutions	50.4	35.4	14.2
Business, law, and communications	49.9	38.9	11.2
Humanities	31.2	42.6	26.3
Natural sciences and engineering	67.7	27.5	4.8
Social sciences and education	38.0	37.4	24.6
Vocational training	65.6	26.9	7.5
All other program areas*	51.5	37.3	11.2

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 39.—Percentage distribution of instructional faculty and staff, by use of multiple drafts of written work in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Multiple drafts of written work		
	None	Some	All
Part-time instructional faculty and staff	**72.2**	**11.5**	**16.3**
4-year institutions	69.6	12.1	18.3
Business, law, and communications	73.1	12.3	14.6
Humanities	40.6	16.8	42.6
Natural sciences and engineering	88.7	4.0	7.3
Social sciences and education	66.6	17.5	15.9
Vocational training	76.3	8.0	15.7
All other program areas*	80.4	9.6	10.0
2-year institutions	74.5	10.9	14.6
Business, law, and communications	82.3	9.7	8.0
Humanities	38.8	18.9	42.3
Natural sciences and engineering	89.6	7.3	3.1
Social sciences and education	76.2	9.5	14.3
Vocational training	84.0	9.9	6.1
All other program areas*	78.4	10.3	11.3
Full-time instructional faculty and staff	**66.0**	**22.4**	**11.7**
4-year institutions	65.0	23.1	12.0
Business, law, and communications	69.3	19.5	11.2
Humanities	41.3	33.9	24.8
Natural sciences and engineering	79.3	15.5	5.3
Social sciences and education	57.9	27.6	14.5
Vocational training	69.5	21.4	9.1
All other program areas*	70.5	21.2	8.3
2-year institutions	68.8	20.4	10.8
Business, law, and communications	68.7	23.5	7.8
Humanities	32.1	36.1	31.8
Natural sciences and engineering	86.0	11.6	2.4
Social sciences and education	70.0	20.0	10.0
Vocational training	84.3	11.7	4.0
All other program areas*	74.3	18.4	7.3

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 40.—Percentage distribution of instructional faculty and staff, by whether engaged in professional research, writing, or creative works, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Any creative work/ writing/research	
	Yes	No
Part-time instructional faculty and staff	34.2	65.8
4-year institutions	44.3	55.7
Business, law, and communications	31.5	68.5
Humanities	54.8	45.2
Natural sciences and engineering	40.1	59.9
Social sciences and education	45.4	54.6
Vocational training	34.3	65.7
All other program areas*	47.8	52.2
2-year institutions	22.6	77.4
Business, law, and communications	13.3	86.7
Humanities	32.8	67.2
Natural sciences and engineering	16.9	83.1
Social sciences and education	26.0	74.0
Vocational training	10.9	89.1
All other program areas*	28.9	71.1
Full-time instructional faculty and staff	**67.8**	**32.3**
4-year institutions	78.0	22.0
Business, law, and communications	73.1	26.9
Humanities	78.3	21.7
Natural sciences and engineering	81.1	18.9
Social sciences and education	78.9	21.1
Vocational training	57.7	42.3
All other program areas*	77.5	22.5
2-year institutions	31.3	68.8
Business, law, and communications	22.7	77.3
Humanities	47.4	52.6
Natural sciences and engineering	28.7	71.3
Social sciences and education	30.7	69.3
Vocational training	19.0	81.0
All other program areas*	30.8	69.2

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 41.—Percentage distribution of instructional faculty and staff, by rating of availability of research assistants, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Availability of research assistants				
	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**3.8**	**11.7**	**7.4**	**6.8**	**70.3**
4-year institutions	4.8	13.5	8.5	7.4	65.8
Business, law, and communications	4.3	12.7	7.5	6.4	69.0
Humanities	2.9	7.3	5.3	8.9	75.6
Natural sciences and engineering	4.8	18.2	11.8	7.1	58.2
Social sciences and education	5.7	10.2	8.6	6.0	69.6
Vocational training	1.0	17.9	11.3	3.8	65.9
All other program areas*	5.6	16.4	8.9	8.5	60.6
2-year institutions	2.7	9.6	6.1	6.0	75.6
Business, law, and communications	3.7	8.7	5.2	5.4	77.0
Humanities	2.0	5.5	7.8	5.9	78.7
Natural sciences and engineering	1.8	10.4	5.9	5.8	76.1
Social sciences and education	2.3	7.1	5.6	6.6	78.3
Vocational training	6.3	15.0	6.9	8.1	63.8
All other program areas*	2.5	12.2	5.4	5.5	74.3
Full-time instructional faculty and staff	**6.4**	**19.0**	**18.7**	**16.6**	**39.3**
4-year institutions	7.6	22.5	21.4	17.4	31.1
Business, law, and communications	7.9	26.8	22.7	17.9	24.8
Humanities	3.9	12.3	16.1	21.6	46.2
Natural sciences and engineering	10.1	27.3	23.1	14.6	24.9
Social sciences and education	7.5	22.2	24.1	19.8	26.4
Vocational training	8.9	25.2	20.8	15.3	29.9
All other program areas*	7.2	21.7	20.1	16.2	34.7
2-year institutions	1.8	6.6	9.2	13.7	68.6
Business, law, and communications	1.7	4.9	8.4	14.3	70.7
Humanities	1.6	4.7	9.2	12.7	71.8
Natural sciences and engineering	1.9	6.0	8.6	13.0	70.5
Social sciences and education	0.4	5.6	9.4	14.5	70.1
Vocational training	4.2	14.8	8.3	12.8	59.9
All other program areas*	2.0	7.2	10.3	14.5	65.9

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 42.—Percentage distribution of instructional faculty and staff, by rating of availability of personal computers, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Availability of personal computers				
	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**17.4**	**29.9**	**10.3**	**5.7**	**36.6**
4-year institutions	16.6	30.7	10.4	5.5	36.8
Business, law, and communications	15.4	28.9	11.2	4.7	39.8
Humanities	19.6	32.5	12.3	8.3	27.2
Natural sciences and engineering	18.4	42.6	8.3	2.7	28.0
Social sciences and education	18.6	22.2	10.8	4.8	43.6
Vocational training	17.4	16.4	16.5	2.1	47.5
All other program areas*	13.7	31.7	9.6	6.3	38.7
2-year institutions	18.4	29.0	10.1	6.0	36.4
Business, law, and communications	19.4	26.2	8.3	7.0	39.1
Humanities	17.3	32.1	11.3	6.0	33.2
Natural sciences and engineering	24.3	35.0	11.1	5.4	24.2
Social sciences and education	18.6	26.6	12.0	6.2	36.6
Vocational training	16.4	29.5	6.1	8.3	39.7
All other program areas*	12.9	23.1	9.5	5.3	49.2
Full-time instructional faculty and staff	**31.2**	**39.4**	**14.2**	**7.1**	**8.1**
4-year institutions	32.7	40.1	13.3	6.2	7.7
Business, law, and communications	34.4	42.4	12.8	4.6	5.9
Humanities	29.9	36.2	14.2	9.0	10.7
Natural sciences and engineering	35.6	44.5	12.0	3.1	4.8
Social sciences and education	36.9	38.1	13.3	6.0	5.7
Vocational training	24.3	48.3	10.7	7.9	8.8
All other program areas*	28.9	38.4	14.2	8.0	10.6
2-year institutions	25.9	36.7	17.4	10.5	9.4
Business, law, and communications	36.0	34.7	15.8	7.7	5.7
Humanities	23.4	34.1	18.2	12.3	12.0
Natural sciences and engineering	28.2	39.3	18.0	8.2	6.3
Social sciences and education	23.7	38.0	17.5	11.2	9.7
Vocational training	22.0	35.8	17.2	11.3	13.8
All other program areas*	23.8	36.7	17.2	11.8	10.5

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93)

Table 43.—Percentage distribution of instructional faculty and staff, by rating of availability of computer networks with other institutions, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Availability of computer networks with/other institutions				
	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**8.8**	**19.2**	**7.6**	**5.2**	**59.2**
4-year institutions	10.7	22.4	7.6	4.4	54.8
Business, law, and communications	9.7	16.9	9.4	4.8	59.1
Humanities	12.6	21.7	9.5	5.7	50.5
Natural sciences and engineering	10.4	34.0	5.5	4.0	46.1
Social sciences and education	13.1	21.3	5.8	3.0	56.7
Vocational training	3.5	33.0	7.6	2.2	53.7
All other program areas*	9.4	20.8	7.8	4.7	57.2
2-year institutions	6.5	15.5	7.6	6.1	64.2
Business, law, and communications	6.0	11.7	6.2	6.9	69.2
Humanities	8.6	17.9	8.1	6.2	59.3
Natural sciences and engineering	6.0	15.0	9.4	5.3	64.1
Social sciences and education	6.1	15.3	8.7	7.5	62.3
Vocational training	4.7	15.7	9.0	8.1	62.5
All other program areas*	6.8	16.7	5.1	4.8	66.7
Full-time instructional faculty and staff	**17.4**	**32.5**	**15.3**	**8.7**	**26.2**
4-year institutions	20.4	35.2	14.3	7.3	22.8
Business, law, and communications	17.4	35.8	16.2	9.1	21.5
Humanities	17.3	32.7	12.2	7.5	30.3
Natural sciences and engineering	25.6	37.9	13.0	5.8	17.7
Social sciences and education	23.1	36.8	14.4	6.8	18.9
Vocational training	13.3	44.1	18.5	4.2	19.9
All other program areas*	17.4	32.5	15.4	8.2	26.6
2-year institutions	6.7	22.7	18.6	13.7	38.4
Business, law, and communications	7.4	17.2	21.2	11.6	42.5
Humanities	5.2	25.7	17.5	13.3	38.3
Natural sciences and engineering	6.2	20.0	19.0	19.0	35.9
Social sciences and education	6.5	25.6	20.7	12.8	34.4
Vocational training	6.9	19.6	14.9	10.6	48.0
All other program areas*	7.8	24.7	17.7	11.8	38.0

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 44.—Percentage distribution of instructional faculty and staff, by rating of availability of audio-visual equipment, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Availability of audio-visual equipment				
	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**25.4**	**46.7**	**9.5**	**1.9**	**16.5**
4-year institutions	23.4	46.1	9.5	2.1	18.9
Business, law, and communications	24.8	45.5	9.8	2.9	17.1
Humanities	26.0	44.2	9.2	2.8	17.9
Natural sciences and engineering	17.0	50.5	12.8	1.8	17.9
Social sciences and education	27.3	43.9	8.8	0.8	19.3
Vocational training	28.4	44.4	9.1	#	18.1
All other program areas*	21.8	46.7	8.6	2.4	20.5
2-year institutions	27.7	47.4	9.4	1.8	13.8
Business, law, and communications	24.8	47.8	8.2	2.6	16.7
Humanities	29.6	49.0	10.1	2.0	9.3
Natural sciences and engineering	25.3	50.4	7.8	1.2	15.2
Social sciences and education	30.6	45.4	11.1	0.7	12.2
Vocational training	31.9	43.7	8.4	2.1	13.9
All other program areas*	27.4	44.9	10.6	2.3	14.8
Full-time instructional faculty and staff	**19.5**	**51.6**	**17.0**	**3.1**	**8.8**
4-year institutions	18.2	50.7	17.7	3.3	10.0
Business, law, and communications	16.4	50.1	19.7	4.7	9.1
Humanities	17.9	49.3	15.4	3.9	13.6
Natural sciences and engineering	13.9	53.7	19.3	3.0	10.0
Social sciences and education	20.2	48.0	18.6	3.3	9.9
Vocational training	24.8	49.8	17.4	2.4	5.6
All other program areas*	20.8	51.0	16.2	2.9	9.2
2-year institutions	24.4	54.7	14.3	2.6	4.2
Business, law, and communications	29.8	47.6	17.4	3.0	2.3
Humanities	20.9	54.4	15.3	3.7	5.6
Natural sciences and engineering	20.6	57.8	15.1	2.0	4.6
Social sciences and education	23.5	53.0	15.7	2.7	5.0
Vocational training	27.2	55.4	9.5	2.6	5.3
All other program areas*	27.1	55.9	12.3	2.0	2.7

#Too small to report.

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 45.—Percentage distribution of instructional faculty and staff, by rating of availability of classroom space, employment status, institution type, and program area: Fall 1992

	Availability of classroom space				
Employment status, institution type, and program area	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**26.5**	**48.5**	**13.6**	**2.8**	**8.6**
4-year institutions	24.9	47.8	14.0	2.7	10.6
Business, law, and communications	31.9	48.0	11.5	2.3	6.4
Humanities	23.1	51.3	14.6	3.3	7.7
Natural sciences and engineering	25.9	53.1	14.8	2.0	4.2
Social sciences and education	26.6	44.5	12.3	1.9	14.7
Vocational training	29.3	47.5	8.8	3.1	11.2
All other program areas*	20.5	46.0	15.9	3.3	14.2
2-year institutions	28.3	49.3	13.3	2.9	6.4
Business, law, and communications	31.6	49.2	10.0	2.1	7.1
Humanities	28.1	50.4	15.0	3.0	3.4
Natural sciences and engineering	30.4	51.4	11.7	2.5	4.1
Social sciences and education	27.6	49.1	14.4	3.5	5.5
Vocational training	31.6	47.4	11.2	1.3	8.5
All other program areas*	23.1	46.8	15.7	3.8	10.6
Full-time instructional faculty and staff	**16.7**	**50.1**	**22.4**	**5.0**	**5.7**
4-year institutions	16.2	49.7	22.4	5.1	6.5
Business, law, and communications	17.9	48.6	23.2	6.3	4.0
Humanities	15.4	51.0	22.6	5.0	6.0
Natural sciences and engineering	14.9	53.0	22.8	3.6	5.7
Social sciences and education	16.0	48.6	25.0	5.1	5.4
Vocational training	19.0	47.5	25.2	4.4	3.9
All other program areas*	17.0	47.9	20.2	5.9	9.0
2-year institutions	18.5	51.6	22.5	4.6	2.8
Business, law, and communications	24.9	50.8	19.9	2.7	1.7
Humanities	16.4	53.5	22.1	5.4	2.6
Natural sciences and engineering	17.5	53.3	23.6	2.6	3.1
Social sciences and education	14.8	51.2	26.8	3.2	4.0
Vocational training	25.3	52.9	16.8	3.1	1.8
All other program areas*	18.0	49.0	22.4	7.8	2.8

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 46.—Percentage distribution of instructional faculty and staff, by rating of availability of office space, employment status, institution type, and program area: Fall 1992

	Availability of office space				
Employment status, institution type, and program area	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**8.1**	**25.2**	**20.0**	**14.2**	**32.6**
4-year institutions	10.4	28.9	19.9	12.3	28.6
Business, law, and communications	10.8	23.5	17.3	11.5	37.0
Humanities	10.1	28.5	29.8	16.0	15.6
Natural sciences and engineering	10.2	33.6	18.9	11.4	25.8
Social sciences and education	10.2	24.1	19.0	10.1	36.5
Vocational training	8.2	37.4	13.7	16.2	24.5
All other program areas*	10.5	32.3	18.1	12.5	26.6
2-year institutions	5.4	20.9	20.1	16.4	37.2
Business, law, and communications	5.6	19.0	17.0	14.6	43.8
Humanities	5.5	18.4	23.0	22.9	30.2
Natural sciences and engineering	5.4	17.9	21.4	16.9	38.4
Social sciences and education	5.4	21.5	21.5	20.8	30.9
Vocational training	6.2	30.4	13.4	9.9	40.1
All other program areas*	5.0	23.5	19.8	11.5	40.2
Full-time instructional faculty and staff	**21.5**	**47.0**	**21.3**	**7.1**	**3.1**
4-year institutions	22.4	47.7	20.4	6.4	3.1
Business, law, and communications	20.9	49.0	19.4	7.9	2.9
Humanities	24.4	44.0	20.3	8.1	3.2
Natural sciences and engineering	20.9	52.0	20.9	3.9	2.3
Social sciences and education	25.1	46.1	20.2	5.8	2.7
Vocational training	22.0	44.6	21.0	8.9	3.5
All other program areas*	21.5	46.4	20.6	7.3	4.1
2-year institutions	18.3	44.7	24.5	9.6	2.9
Business, law, and communications	19.0	45.5	20.7	10.8	4.0
Humanities	17.6	41.1	25.6	12.8	2.9
Natural sciences and engineering	16.2	49.7	23.0	7.9	3.2
Social sciences and education	17.3	40.8	27.0	11.9	3.0
Vocational training	20.4	50.7	22.2	4.2	2.4
All other program areas*	20.0	42.9	26.0	8.7	2.4

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 47.—Percentage distribution of instructional faculty and staff, by rating of availability of secretarial support, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Availability of secretarial support				
	Very good	Good	Poor	Very poor	Not available or not applicable
Part-time instructional faculty and staff	**25.9**	**36.2**	**11.6**	**5.3**	**20.9**
4-year institutions	26.6	35.6	12.6	5.3	20.0
Business, law, and communications	23.5	36.0	8.7	6.0	25.9
Humanities	25.7	39.0	12.6	6.5	16.1
Natural sciences and engineering	26.8	35.5	16.3	3.5	18.0
Social sciences and education	31.3	31.2	9.5	5.0	23.0
Vocational training	17.0	48.7	16.3	#	18.0
All other program areas*	25.9	36.0	14.7	5.7	17.7
2-year institutions	25.1	37.0	10.5	5.4	22.0
Business, law, and communications	23.0	37.7	7.0	6.4	25.9
Humanities	30.6	38.1	10.7	6.0	14.6
Natural sciences and engineering	24.8	37.1	10.5	4.0	23.7
Social sciences and education	25.2	29.6	18.2	8.6	18.4
Vocational training	24.8	35.1	6.5	3.2	30.4
All other program areas*	22.7	40.5	9.5	4.6	22.7
Full-time instructional faculty and staff	**19.2**	**41.5**	**23.2**	**10.8**	**5.4**
4-year institutions	18.7	42.0	23.9	10.2	5.2
Business, law, and communications	18.3	42.8	24.5	10.3	4.1
Humanities	20.4	39.6	21.6	10.9	7.5
Natural sciences and engineering	17.8	45.9	23.4	8.7	4.3
Social sciences and education	21.0	40.4	24.7	10.3	3.5
Vocational training	20.9	37.9	25.3	10.3	5.7
All other program areas*	17.4	40.9	24.3	11.0	6.3
2-year institutions	21.0	39.6	20.8	12.6	6.0
Business, law, and communications	26.2	38.6	19.6	10.1	5.5
Humanities	22.8	37.3	20.8	14.0	5.2
Natural sciences and engineering	19.1	38.8	21.9	12.3	7.8
Social sciences and education	20.2	39.6	19.7	13.5	7.0
Vocational training	19.6	40.8	18.8	13.8	7.0
All other program areas*	20.0	41.7	21.6	12.2	4.5

#Too small to report.

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 48.—Percentage distribution of instructional faculty and staff, by level of satisfaction with job overall, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Satisfaction with job overall[1]	
	Satisfied	Dissatisfied
Part-time instructional faculty and staff	**85.4**	**14.6**
4-year institutions	86.4	13.6
Business, law, and communications	93.6	6.4
Humanities	75.5	24.5
Natural sciences and engineering	87.5	12.4
Social sciences and education	89.2	10.8
Vocational training	92.3	7.7
All other program areas[2]	85.2	14.8
2-year institutions	84.2	15.8
Business, law, and communications	85.3	14.7
Humanities	75.3	24.8
Natural sciences and engineering	87.5	12.5
Social sciences and education	81.9	18.1
Vocational training	89.0	11.0
All other program areas[2]	86.6	13.4
Full-time instructional faculty and staff	**84.0**	**16.0**
4-year institutions	82.8	17.2
Business, law, and communications	85.9	14.1
Humanities	79.7	20.3
Natural sciences and engineering	83.0	17.0
Social sciences and education	84.2	15.8
Vocational training	85.7	14.3
All other program areas[2]	81.7	18.3
2-year institutions	88.6	11.4
Business, law, and communications	90.0	10.0
Humanities	85.0	15.0
Natural sciences and engineering	89.0	11.0
Social sciences and education	87.1	12.9
Vocational training	88.4	11.6
All other program areas[2]	90.9	9.1

[1] Respondents were asked how satisfied or dissatisfied they were with various aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 49.—Percentage distribution of instructional faculty and staff, by level of satisfaction with workload, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Satisfaction with workload[1]	
	Satisfied	Dissatisfied
Part-time instructional faculty and staff	**83.5**	**16.5**
4-year institutions	84.8	15.2
Business, law, and communications	89.2	10.8
Humanities	77.8	22.2
Natural sciences and engineering	89.5	10.5
Social sciences and education	87.3	12.7
Vocational training	94.3	5.7
All other program areas[2]	81.7	18.3
2-year institutions	81.9	18.1
Business, law, and communications	88.8	11.2
Humanities	72.7	27.3
Natural sciences and engineering	84.2	15.8
Social sciences and education	77.7	22.3
Vocational training	88.5	11.4
All other program areas[2]	82.4	17.6
Full-time instructional faculty and staff	**68.4**	**31.6**
4-year institutions	67.8	32.2
Business, law, and communications	74.4	25.6
Humanities	63.4	36.6
Natural sciences and engineering	70.3	29.7
Social sciences and education	68.5	31.5
Vocational training	61.1	38.9
All other program areas[2]	65.2	34.8
2-year institutions	70.5	29.4
Business, law, and communications	73.4	26.6
Humanities	63.8	36.2
Natural sciences and engineering	76.2	23.8
Social sciences and education	65.5	34.5
Vocational training	78.7	21.3
All other program areas[2]	69.2	30.8

[1] Respondents were asked how satisfied or dissatisfied they were with various aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 50.—Percentage distribution of instructional faculty and staff, by level of satisfaction with job security, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Satisfaction with job security[1]	
	Satisfied	Dissatisfied
Part-time instructional faculty and staff	**55.1**	**44.9**
4-year institutions	55.4	44.6
Business, law, and communications	62.4	37.6
Humanities	35.1	64.9
Natural sciences and engineering	55.5	44.5
Social sciences and education	58.0	42.0
Vocational training	58.8	41.2
All other program areas[2]	59.0	41.0
2-year institutions	54.7	45.3
Business, law, and communications	60.0	40.0
Humanities	39.7	60.3
Natural sciences and engineering	56.4	43.6
Social sciences and education	47.8	52.3
Vocational training	66.1	33.9
All other program areas[2]	61.6	38.4
Full-time instructional faculty and staff	**80.7**	**19.4**
4-year institutions	79.5	20.5
Business, law, and communications	78.7	21.3
Humanities	79.5	20.5
Natural sciences and engineering	82.9	17.1
Social sciences and education	81.1	18.9
Vocational training	74.3	25.7
All other program areas[2]	76.5	23.5
2-year institutions	84.6	15.4
Business, law, and communications	83.0	17.0
Humanities	83.8	16.2
Natural sciences and engineering	86.5	13.5
Social sciences and education	84.5	15.5
Vocational training	78.8	21.2
All other program areas[2]	86.2	13.8

[1] Respondents were asked how satisfied or dissatisfied they were with various aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 51.—Percentage distribution of instructional faculty and staff, by level of satisfaction with opportunity for advancement in rank, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Satisfaction with advancement opportunity[1]	
	Satisfied	Dissatisfied
Part-time instructional faculty and staff	**44.0**	**56.0**
4-year institutions	46.5	53.5
Business, law, and communications	48.9	51.1
Humanities	27.9	72.1
Natural sciences and engineering	50.4	49.6
Social sciences and education	48.6	51.4
Vocational training	56.7	43.3
All other program areas[2]	49.9	50.1
2-year institutions	41.1	58.9
Business, law, and communications	46.6	53.4
Humanities	28.4	71.6
Natural sciences and engineering	40.3	59.7
Social sciences and education	36.3	63.7
Vocational training	57.3	42.7
All other program areas[2]	45.9	54.1
Full-time instructional faculty and staff	**68.6**	**31.4**
4-year institutions	69.9	30.1
Business, law, and communications	67.1	32.9
Humanities	68.8	31.2
Natural sciences and engineering	74.7	25.3
Social sciences and education	70.8	29.2
Vocational training	68.2	31.8
All other program areas[2]	67.0	33.0
2-year institutions	64.1	35.9
Business, law, and communications	65.7	34.3
Humanities	65.8	34.2
Natural sciences and engineering	64.3	35.8
Social sciences and education	62.2	37.8
Vocational training	62.7	37.3
All other program areas[2]	63.6	36.4

[1] Respondents were asked how satisfied or dissatisfied they were with various aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 52.—Percentage distribution of instructional faculty and staff, by level of satisfaction with salary, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Satisfaction with salary[1]	
	Satisfied	Dissatisfied
Part-time instructional faculty and staff	**54.5**	**45.5**
4-year institutions	52.6	47.4
Business, law, and communications	59.6	40.4
Humanities	38.1	61.9
Natural sciences and engineering	54.5	45.5
Social sciences and education	53.7	46.3
Vocational training	64.9	35.1
All other program areas[2]	53.3	46.7
2-year institutions	56.8	43.2
Business, law, and communications	62.9	37.1
Humanities	41.5	58.5
Natural sciences and engineering	61.5	38.5
Social sciences and education	46.9	53.1
Vocational training	72.5	27.5
All other program areas[2]	60.3	39.7
Full-time instructional faculty and staff	**54.8**	**45.3**
4-year institutions	53.0	47.0
Business, law, and communications	55.1	44.9
Humanities	47.9	52.1
Natural sciences and engineering	57.5	42.5
Social sciences and education	52.5	47.5
Vocational training	47.1	52.9
All other program areas[2]	51.6	48.4
2-year institutions	60.8	39.2
Business, law, and communications	61.0	39.0
Humanities	55.3	44.7
Natural sciences and engineering	60.5	39.5
Social sciences and education	60.1	39.9
Vocational training	74.1	25.9
All other program areas[2]	60.6	39.4

[1] Respondents were asked how satisfied or dissatisfied they were with various aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 53.—Percentage distribution of instructional faculty and staff, by level of satisfaction with benefits, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Satisfaction with benefits[1]	
	Satisfied	Dissatisfied
Part-time instructional faculty and staff	**42.6**	**57.4**
4-year institutions	45.7	54.3
Business, law, and communications	45.4	54.6
Humanities	32.3	67.7
Natural sciences and engineering	50.5	49.5
Social sciences and education	50.5	49.5
Vocational training	50.5	49.5
All other program areas[2]	46.4	53.6
2-year institutions	39.1	60.9
Business, law, and communications	47.1	52.9
Humanities	28.6	71.4
Natural sciences and engineering	40.1	59.9
Social sciences and education	36.3	63.7
Vocational training	47.7	52.3
All other program areas[2]	40.1	59.9
Full-time instructional faculty and staff	**75.1**	**24.9**
4-year institutions	73.5	26.5
Business, law, and communications	72.4	27.6
Humanities	69.8	30.2
Natural sciences and engineering	73.9	26.1
Social sciences and education	72.8	27.2
Vocational training	73.3	26.7
All other program areas[2]	75.4	24.6
2-year institutions	80.8	19.3
Business, law, and communications	81.0	19.0
Humanities	75.6	24.4
Natural sciences and engineering	80.2	19.8
Social sciences and education	79.8	20.2
Vocational training	87.8	12.3
All other program areas[2]	82.8	17.2

[1] Respondents were asked how satisfied or dissatisfied they were with various aspects of their jobs. The response categories "very satisfied" and "somewhat satisfied," and "very dissatisfied" and "somewhat dissatisfied" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 54.—Percentage distribution of instructional faculty and staff, by opinion about whether research is rewarded more than teaching, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion about research rewarded more than teaching[1]	
	Agree	Disagree
Part-time instructional faculty and staff	**30.7**	**69.3**
4-year institutions	46.7	53.3
Business, law, and communications	39.3	60.7
Humanities	49.4	50.6
Natural sciences and engineering	46.6	53.4
Social sciences and education	43.7	56.3
Vocational training	34.1	65.9
All other program areas[2]	51.7	48.3
2-year institutions	12.2	87.8
Business, law, and communications	11.9	88.1
Humanities	16.1	83.9
Natural sciences and engineering	10.0	90.0
Social sciences and education	11.4	88.6
Vocational training	18.7	81.3
All other program areas[2]	10.1	89.9
Full-time instructional faculty and staff	**49.1**	**50.9**
4-year institutions	60.5	39.5
Business, law, and communications	56.7	43.3
Humanities	55.6	44.4
Natural sciences and engineering	64.8	35.2
Social sciences and education	58.4	41.6
Vocational training	59.2	40.8
All other program areas[2]	61.9	38.1
2-year institutions	8.7	91.3
Business, law, and communications	8.8	91.2
Humanities	6.8	93.2
Natural sciences and engineering	8.9	91.1
Social sciences and education	8.1	91.9
Vocational training	14.8	85.2
All other program areas[2]	8.0	92.0

[1] Respondents were asked whether or not they agreed with the statement that research is rewarded more than teaching at their institution. The response categories "strongly agree" and "somewhat agree," and "strongly disagree" and "somewhat disagree" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 55.—Percentage distribution of instructional faculty and staff, by opinion about teaching effectiveness as the primary promotion criterion, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion about teaching as promotion criteria[1]	
	Agree	Disagree
Part-time instructional faculty and staff	**93.8**	**6.2**
4-year institutions	91.7	8.3
Business, law, and communications	94.8	5.2
Humanities	93.1	6.9
Natural sciences and engineering	84.3	15.7
Social sciences and education	93.1	6.9
Vocational training	98.8	1.2
All other program areas[2]	91.5	8.4
2-year institutions	96.2	3.8
Business, law, and communications	98.4	1.6
Humanities	97.7	2.3
Natural sciences and engineering	96.6	3.4
Social sciences and education	94.7	5.3
Vocational training	88.7	11.3
All other program areas[2]	96.5	3.5
Full-time instructional faculty and staff	**78.5**	**21.5**
4-year institutions	73.8	26.2
Business, law, and communications	76.6	23.4
Humanities	76.5	23.4
Natural sciences and engineering	64.0	36.0
Social sciences and education	74.4	25.6
Vocational training	86.1	13.9
All other program areas[2]	78.3	21.7
2-year institutions	95.4	4.6
Business, law, and communications	96.4	3.6
Humanities	97.0	3.0
Natural sciences and engineering	95.9	4.1
Social sciences and education	96.3	3.8
Vocational training	92.4	7.6
All other program areas[2]	94.0	6.0

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[1] Respondents were asked whether or not they agreed with the statement that teaching effectiveness should be the primary criterion for promotion of college teachers at their institution. The response categories "strongly agree" and "somewhat agree," and "strongly disagree" and "somewhat disagree" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 56.—Percentage distribution of instructional faculty and staff, by opinion about research/publications as the primary promotion criterion, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion about research as promotion criteria[1]	
	Agree	Disagree
Part-time instructional faculty and staff	**22.1**	**77.9**
4-year institutions	27.8	72.2
Business, law, and communications	26.1	73.9
Humanities	25.4	74.6
Natural sciences and engineering	27.6	72.4
Social sciences and education	29.7	70.3
Vocational training	27.2	72.8
All other program areas[2]	28.7	71.3
2-year institutions	15.5	84.5
Business, law, and communications	17.8	82.2
Humanities	10.9	89.0
Natural sciences and engineering	12.3	87.7
Social sciences and education	14.2	85.8
Vocational training	21.1	78.9
All other program areas[2]	19.9	80.1
Full-time instructional faculty and staff	**32.6**	**67.4**
4-year institutions	39.3	60.7
Business, law, and communications	33.5	66.5
Humanities	36.2	63.8
Natural sciences and engineering	44.9	55.1
Social sciences and education	39.1	60.9
Vocational training	31.7	68.3
All other program areas[2]	38.6	61.4
2-year institutions	9.0	91.0
Business, law, and communications	6.8	93.2
Humanities	9.2	90.8
Natural sciences and engineering	7.6	92.4
Social sciences and education	11.3	88.8
Vocational training	11.6	88.5
All other program areas[2]	8.9	91.0

[1] Respondents were asked whether or not they agreed with the statement that research/publications should be the primary criterion for promotion of college teachers at their institution. The response categories "strongly agree" and "somewhat agree," and "strongly disagree" and "somewhat disagree" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 57.—Percentage distribution of instructional faculty and staff, by opinion about choosing an academic career again, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion about choosing academic career again[1]	
	Agree	Disagree
Part-time instructional faculty and staff	**87.9**	**12.1**
4-year institutions	87.4	12.6
Business, law, and communications	87.6	12.4
Humanities	82.2	17.8
Natural sciences and engineering	87.6	12.4
Social sciences and education	89.9	10.1
Vocational training	95.5	4.5
All other program areas[2]	87.5	12.5
2-year institutions	88.5	11.5
Business, law, and communications	90.3	9.7
Humanities	87.3	12.7
Natural sciences and engineering	88.2	11.8
Social sciences and education	89.7	10.3
Vocational training	87.1	12.9
All other program areas[2]	88.3	11.7
Full-time instructional faculty and staff	**88.7**	**11.3**
4-year institutions	88.4	11.6
Business, law, and communications	89.4	10.6
Humanities	87.4	12.6
Natural sciences and engineering	88.7	11.3
Social sciences and education	89.0	11.0
Vocational training	84.7	15.3
All other program areas[2]	88.1	11.9
2-year institutions	89.8	10.2
Business, law, and communications	89.7	10.3
Humanities	89.1	10.9
Natural sciences and engineering	91.0	9.0
Social sciences and education	88.9	11.1
Vocational training	89.0	11.0
All other program areas[2]	90.2	9.8

[1] Respondents were asked whether or not they agreed with the following statement: "If I had to do it over again, I would still choose an academic career." The response categories "strongly agree" and "somewhat agree," and "strongly disagree" and "somewhat disagree" were collapsed.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 58.—Percentage distribution of instructional faculty and staff, by opinion about the quality of undergraduate education at the institution in recent years, by employment status, institution type, and program area: Fall 1992

	Opinion of undergraduate education at institution[1]		
Employment status, institution type, and program area	Worsened	Stayed the same	Improved
Part-time instructional faculty and staff	**13.8**	**42.0**	**44.1**
4-year institutions	15.7	41.9	42.4
Business, law, and communications	12.3	41.7	46.0
Humanities	20.3	46.0	33.7
Natural sciences and engineering	14.2	48.8	37.0
Social sciences and education	15.0	36.4	48.5
Vocational training	8.3	50.2	41.5
All other program areas[2]	16.8	40.4	42.9
2-year institutions	11.7	42.1	46.2
Business, law, and communications	10.3	38.7	50.9
Humanities	12.6	45.1	42.3
Natural sciences and engineering	11.3	43.5	45.2
Social sciences and education	11.9	43.1	45.0
Vocational training	11.1	39.4	49.5
All other program areas[2]	12.2	40.8	46.9
Full-time instructional faculty and staff	**18.1**	**45.4**	**36.5**
4-year institutions	19.2	45.8	35.0
Business, law, and communications	19.3	42.7	38.0
Humanities	24.6	42.2	33.3
Natural sciences and engineering	20.3	50.3	29.4
Social sciences and education	18.5	42.8	38.7
Vocational training	16.8	27.9	55.4
All other program areas[2]	16.7	47.5	35.8
2-year institutions	14.1	44.1	41.8
Business, law, and communications	9.8	39.1	51.1
Humanities	22.9	41.4	35.6
Natural sciences and engineering	12.7	49.4	37.9
Social sciences and education	19.0	46.3	34.8
Vocational training	12.2	42.0	45.8
All other program areas[2]	9.1	43.1	47.8

[1] Respondents were asked whether they thought the quality of undergraduate education had worsened, stayed the same, or improved in recent years at their institution.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 59.—Percentage distribution of instructional faculty and staff, by opinion about the ability of the institution in recent years to meet the educational needs of entering students, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion of institution meeting student needs[1]		
	Worsened	Stayed the same	Improved
Part-time instructional faculty and staff	**15.7**	**33.0**	**51.4**
4-year institutions	17.4	34.9	47.7
Business, law, and communications	12.7	35.9	51.4
Humanities	22.4	36.7	40.9
Natural sciences and engineering	18.3	37.9	43.8
Social sciences and education	15.6	30.4	54.0
Vocational training	5.3	40.3	54.5
All other program areas[2]	18.8	34.9	46.3
2-year institutions	13.7	30.8	55.5
Business, law, and communications	10.3	30.5	59.2
Humanities	14.8	32.5	52.8
Natural sciences and engineering	13.4	30.3	56.3
Social sciences and education	15.1	32.4	52.5
Vocational training	14.8	26.7	58.5
All other program areas[2]	14.1	30.5	55.4
Full-time instructional faculty and staff	**23.0**	**36.2**	**40.8**
4-year institutions	24.3	38.1	37.6
Business, law, and communications	22.6	36.9	40.5
Humanities	29.3	33.6	37.1
Natural sciences and engineering	25.8	39.6	34.5
Social sciences and education	24.7	35.8	39.5
Vocational training	20.9	26.5	52.6
All other program areas[2]	21.5	41.1	37.4
2-year institutions	18.4	29.4	52.2
Business, law, and communications	14.4	27.5	58.1
Humanities	24.8	28.6	46.5
Natural sciences and engineering	16.1	32.9	50.9
Social sciences and education	23.4	29.8	46.8
Vocational training	15.6	29.9	54.5
All other program areas[2]	16.2	27.1	56.7

[1] Respondents were asked whether they thought the ability of the institution to meet the educational needs of entering students had worsened, stayed the same, or improved in recent years at their institution.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 60.—Percentage distribution of instructional faculty and staff, by opinion about the atmosphere for free expression of ideas at the institution in recent years, employment status, institution type, and program area: Fall 1992

	Opinion of atmosphere for free expression[1]		
Employment status, institution type, and program area	Worsened	Stayed the same	Improved
Part-time instructional faculty and staff	**10.5**	**52.9**	**36.5**
4-year institutions	10.8	52.9	36.3
Business, law, and communications	9.6	53.2	37.2
Humanities	15.5	53.8	30.8
Natural sciences and engineering	6.8	63.7	29.5
Social sciences and education	9.0	51.6	39.4
Vocational training	3.4	41.3	55.3
All other program areas[2]	12.7	48.8	38.5
2-year institutions	10.2	53.0	36.8
Business, law, and communications	7.4	54.8	37.8
Humanities	10.7	57.3	32.0
Natural sciences and engineering	11.7	55.2	33.1
Social sciences and education	11.3	48.1	40.6
Vocational training	6.8	48.1	45.0
All other program areas[2]	10.5	50.5	39.0
Full-time instructional faculty and staff	**17.9**	**60.0**	**22.2**
4-year institutions	17.9	61.4	20.7
Business, law, and communications	21.8	60.5	17.7
Humanities	19.5	61.9	18.6
Natural sciences and engineering	15.4	66.9	17.7
Social sciences and education	18.4	60.4	21.2
Vocational training	12.8	54.2	33.0
All other program areas[2]	17.6	58.2	24.2
2-year institutions	17.8	54.8	27.3
Business, law, and communications	20.2	51.7	28.1
Humanities	20.4	54.4	25.3
Natural sciences and engineering	16.0	60.7	23.3
Social sciences and education	20.5	54.3	25.2
Vocational training	15.4	52.0	32.6
All other program areas[2]	15.9	52.6	31.4

[1] Respondents were asked whether they thought the atmosphere for free expression of ideas had worsened, stayed the same, or improved in recent years at their institution.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 61.—Percentage distribution of instructional faculty and staff, by opinion about professional competence of individuals entering their academic field in recent years, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion of competence of those entering field[1]		
	Worsened	Stayed the same	Improved
Part-time instructional faculty and staff	**15.2**	**50.0**	**34.8**
4-year institutions	13.9	48.8	37.3
Business, law, and communications	13.1	45.6	41.4
Humanities	14.5	57.9	27.6
Natural sciences and engineering	13.5	52.4	34.1
Social sciences and education	13.5	45.7	40.8
Vocational training	12.6	49.9	37.5
All other program areas[2]	14.7	46.6	38.7
2-year institutions	16.7	51.3	32.0
Business, law, and communications	14.3	51.6	34.2
Humanities	20.9	52.1	27.0
Natural sciences and engineering	18.7	55.0	26.3
Social sciences and education	13.7	51.8	34.5
Vocational training	14.6	45.3	40.2
All other program areas[2]	15.2	48.4	36.5
Full-time instructional faculty and staff	**12.9**	**50.5**	**36.6**
4-year institutions	11.8	50.6	37.5
Business, law, and communications	10.3	47.8	41.9
Humanities	13.8	49.3	36.9
Natural sciences and engineering	12.0	53.8	34.1
Social sciences and education	11.6	50.2	38.2
Vocational training	14.5	38.4	47.0
All other program areas[2]	11.4	50.5	38.0
2-year institutions	16.8	49.8	33.5
Business, law, and communications	14.5	50.5	35.0
Humanities	21.4	49.4	29.2
Natural sciences and engineering	16.1	54.5	29.5
Social sciences and education	16.5	48.8	34.7
Vocational training	19.4	45.0	35.6
All other program areas[2]	14.6	47.8	37.6

[1] Respondents were asked whether they thought the professional competence of individuals entering their academic field had worsened, stayed the same, or improved in recent years at their institution.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 62.—Percentage distribution of instructional faculty and staff, by opinion about opportunities junior faculty have for advancement in their field in recent years, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Opinion of junior faculty advancement in field[1]		
	Worsened	Stayed the same	Improved
Part-time instructional faculty and staff	**31.5**	**49.5**	**18.9**
4-year institutions	32.1	47.8	20.1
Business, law, and communications	29.6	49.5	20.8
Humanities	40.5	45.4	14.1
Natural sciences and engineering	28.5	48.8	22.7
Social sciences and education	33.0	46.2	20.8
Vocational training	33.4	41.7	24.9
All other program areas[2]	30.6	48.7	20.7
2-year institutions	30.8	51.6	17.6
Business, law, and communications	27.4	54.6	18.0
Humanities	39.5	45.7	14.8
Natural sciences and engineering	25.0	58.7	16.3
Social sciences and education	37.1	43.0	19.9
Vocational training	19.7	58.6	21.6
All other program areas[2]	32.5	49.2	18.3
Full-time instructional faculty and staff	**28.3**	**48.5**	**23.2**
4-year institutions	29.7	46.1	24.2
Business, law, and communications	30.4	47.5	22.2
Humanities	31.3	43.5	25.2
Natural sciences and engineering	33.2	44.1	22.7
Social sciences and education	28.1	45.7	26.2
Vocational training	22.5	49.5	27.9
All other program areas[2]	27.3	48.3	24.4
2-year institutions	23.4	57.0	19.6
Business, law, and communications	22.5	56.7	20.8
Humanities	30.6	49.4	20.0
Natural sciences and engineering	23.3	59.8	16.9
Social sciences and education	25.4	51.0	23.5
Vocational training	21.4	59.3	19.3
All other program areas[2]	18.7	62.2	19.1

[1] Respondents were asked whether they thought the opportunities that junior faculty have for advancement in their field had worsened, stayed the same, or improved in recent years at their institution.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table 63.—Percentage distribution of instructional faculty and staff, by opinion of pressure to increase workload, employment status, institution type, and program area: Fall 1992

	Opinion of pressure to increase workload[1]		
Employment status, institution type, and program area	Worsened	Stayed the same	Improved
Part-time instructional faculty and staff	**43.5**	**46.3**	**10.2**
4-year institutions	45.8	44.6	9.6
Business, law, and communications	42.8	49.1	8.1
Humanities	48.7	42.4	8.9
Natural sciences and engineering	46.8	45.4	7.8
Social sciences and education	45.9	40.9	13.2
Vocational training	21.0	63.9	15.1
All other program areas[2]	46.5	44.5	9.0
2-year institutions	40.9	48.3	10.8
Business, law, and communications	32.4	55.8	11.8
Humanities	45.6	44.9	9.5
Natural sciences and engineering	37.6	49.1	13.3
Social sciences and education	43.8	46.5	9.7
Vocational training	33.9	56.4	9.7
All other program areas[2]	46.9	43.5	9.6
Full-time instructional faculty and staff	**54.4**	**36.7**	**8.9**
4-year institutions	55.2	35.5	9.3
Business, law, and communications	49.9	38.4	11.8
Humanities	53.4	36.3	10.3
Natural sciences and engineering	53.8	38.2	8.0
Social sciences and education	55.1	34.5	10.3
Vocational training	50.6	40.1	9.3
All other program areas[2]	59.2	32.4	8.4
2-year institutions	51.6	41.0	7.5
Business, law, and communications	49.0	41.3	9.6
Humanities	55.0	36.7	8.3
Natural sciences and engineering	46.7	47.5	5.8
Social sciences and education	55.6	38.4	6.0
Vocational training	42.7	44.0	13.3
All other program areas[2]	55.3	38.5	6.3

[1] Respondents were asked whether they thought the pressure to increase faculty workload had worsened, stayed the same, or improved in recent years at their institution.

[2] Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities). Percentages may not total to 100 because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Appendix A—Technical Notes

Overview

The 1993 National Study of Postsecondary Faculty (NSOPF:93) was sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). The study received additional support from the National Science Foundation (NSF) and the National Endowment for the Humanities (NEH). It was conducted by NORC, the National Opinion Research Center at the University of Chicago, under contract to NCES.

The first cycle of NSOPF was conducted in 1987–88 (NSOPF:88). It included surveys of institutions, faculty, and department chairpersons. The second cycle of NSOPF, conducted in 1992–93 (NSOPF:93), was limited to surveys of institutions and faculty, but with a substantially expanded sample of 974 public and private not-for-profit postsecondary institutions and 31,354 faculty. The study was designed to provide a national profile of faculty: their professional backgrounds, responsibilities, workloads, salaries, benefits, and attitudes.

Institution Universe

The definition of the institution universe for NSOPF:93 was identical to the one used in NSOPF:88. It included institutions in the traditional sector of higher education: that is, institutions whose accreditation at the college level was recognized by the U.S. Department of Education, that provided formal instructional programs of at least two years' duration, that were public or private not-for-profit, and that were designed primarily for students who have completed the requirements for a high school diploma or its equivalent.

Faculty Universe

Unlike NSOPF:88, which was limited to faculty whose assignment included instruction, the faculty universe for NSOPF:93 was expanded to include all those who were designated as faculty, whether or not their responsibilities included instruction, and other (non-faculty) personnel with instructional responsibilities. Under this definition, researchers and administrators and other institutional staff who held faculty positions, but who did not teach, were included in the sample. Instructional staff members without faculty status were also included. Teaching assistants were not included in either cycle of NSOPF.

Sample Design

A two-stage stratified clustered probability design was used to select the NSOPF:93 sample. The first-stage NSOPF:93 sampling frame consisted of the 3,256 postsecondary institutions that provided formal instructional programs of at least two years' duration and that were public or private, not-for-profit. The sample was drawn from the 1991–92 Integrated Postsecondary

Education Data System[22] Institutional Characteristics Survey (IPEDS–IC:1991). The sampling frame was sorted by type and control of institution into strata. The selection of institutions occurred independently within each stratum. A modified Carnegie[23] classification system was used to classify institutions. For more details about the sample design, refer to the *1993 National Study of Postsecondary Faculty: Methodology Report* NCES 97–467.

Data Collection and Response Rates

Prior to data collection, it was first necessary to obtain cooperation from the sampled institutions. Each institution was asked to provide annotated lists of all faculty and instructional staff at their institution. Of the 974 institutions in the total sample, 12 (1.2 percent) were found to be ineligible. Ineligible institutions included those which had closed or which had merged with other institutions, satellite campuses that were not independent units, and institutions that did not grant any degrees or certificates. A total of 817 eligible institutions agreed to participate (i.e., to provide a list of faculty and instructional staff), for a list participation rate of 84.9 percent (83.4 percent, weighted).

Of the 31,354 faculty and instructional staff sampled, 1,590 (5.1 percent) were found to be ineligible, which included staff who were deceased or no longer at the institution, nonfaculty staff who did not have a Fall 1992 teaching assignment, and teaching assistants. A total of 25,780 questionnaires were completed for a response rate of 86.6 percent (84.4 percent, weighted). The overall faculty response rate (institution list participation rate multiplied by the faculty questionnaire response rate) was 73.5 percent (70.4 percent, weighted).

Item nonresponse occurred when a respondent did not answer one or more survey questions. The item nonresponse rates were generally low for the faculty questionnaire, since missing critical (and selected other) items were retrieved by interviewers. For a full description of item nonresponse, see the *1993 National Study of Postsecondary Faculty: Methodology Report* NCES 97-467.

Data Analysis System

The estimates presented in this report were produced using the NSOPF:93 Data Analysis Systems (DAS). The DAS software makes it possible for users to specify and generate their own tables from the NSOPF:93 data. With the DAS, users can replicate or expand upon the tables presented in this report. If the number of valid cases is too small to produce a reliable estimate (less than 30 cases), the DAS prints the message "low-N" instead of the estimate.

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[22] IPEDS is a recurring set of surveys developed and maintained by NCES. Postsecondary education is defined by IPEDS as "the provision of a formal instructional program whose curriculum is designed primarily for students who have completed the requirements for a high school diploma or its equivalent." This definition includes programs whose purpose is academic, vocational and continuing professional education and excludes avocational and adult basic education. IPEDS encompasses all institutional providers of postsecondary education in the United States and its outlying areas. For more information on IPEDS data used in this study, see National Center for Education Statistics, *IPEDS Manual for Users* (Washington, DC: National Center for Education Statistics 1991, NCES 95-724). This manual is also distributed with IPEDS data on CD-ROM.

[23] See *A Classification of Institutions of Higher Education*, (Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching), 1987.

For more information about the NSOPF:93 Data Analysis Systems, consult the NCES DAS Web Site (WWW.PEDAR-DAS.org) or contact:

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Sources of Error

The survey estimates provided in the NSOPF:93 analytical reports are subject to two sources of error: sampling errors and nonsampling errors. Sampling errors occur because the estimates are based on a sample of individuals in the population rather than on the entire population. The standard error measures the variability of the sample estimator in repeated sampling, using the same sample design and sample size.

Standard errors for all estimates presented in this report's tables were computed using a technique known as Taylor series approximation. Standard errors for selected characteristics are presented in tables A1–A4 corresponding to estimates produced in tables 7, 20, 21, and 35 of the report. Standard errors for all other estimates presented in this report are available upon request. The DAS software as well as other specialized computer programs, such as SUDAAN[24] and CENVAR[25] calculate variances with the Taylor-series approximation method.

Comparisons noted in this report are significant at the 0.05 level. The descriptive comparisons were tested in this report using Student's *t* statistic. Differences between estimates are tested against the probability of a Type I error, or significance level. The significance levels were determined by calculating the Student's *t* values for the differences between each pair of means or proportions and comparing these with published tables of significance levels for two-tailed hypothesis testing.

Student's *t* values may be computed to test the difference between estimates with the following formula:

$$t = \frac{E_1 - E_2}{\sqrt{se_1^2 + se_2^2}} \qquad (1)$$

where E_1 and E_2 are the estimates to be compared and se_1 and se_2 are their corresponding standard errors. This formula is valid only for independent estimates. When estimates are not independent a covariance term must be added to the formula. If the comparison is between the mean of a subgroup and the mean of the total group, the following formula is used:

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[24] Shah, Babubhai V., Beth G. Barnwell, and Gayle S. Bieler, *SUDAAN User's Manual, Release 6.4* (Research Triangle Park, NC: Research Triangle Institute), 1995.
[25] U.S. Bureau of the Census, *CENVAR IMPS Version 3.1* (Washington DC: U.S. Bureau of the Census), 1995.

$$\frac{E_{sub} - E_{tot}}{\sqrt{se_{sub}^2 + se_{tot}^2 - 2p\, se_{sub}^2}} \qquad (2)$$

where p is the proportion of the total group contained in the subgroup.[26]

When multiple pairwise comparisons were made, the acceptable minimum significance level was decreased by means of the Bonferroni adjustment.[27] This adjustment takes into account the increased likelihood, when making multiple comparisons, of finding significant pairwise differences simply by chance. With this adjustment, the significance level being used for each comparison (0.05) is divided by the total number of comparisons being made.

Sample estimates also are subject to bias from nonsampling errors. It is more difficult to measure the magnitude of these errors. They can arise for a variety of reasons: nonresponse, undercoverage, differences in the respondent's interpretation of the meaning of questions, memory effects, misrecording of responses, incorrect editing, coding, and data entry, time effects, or errors in data processing. For example, undercoverage (in which institutions did not provide a complete enumeration of eligible faculty) and listing of ineligible faculty necessitated a "best estimates" correction to the NSOPF:93 faculty population estimates. The "best estimates" correction somewhat affected the distribution of full- and part-time faculty. For a more detailed discussion of the undercoverage problem, refer to the *1993 National Study of Postsecondary Faculty: Methodology Report* [NCES 97–467]. Whereas general sampling theory can be used, in part, to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure. Measurement of nonsampling errors usually requires the incorporation of a methodological experiment into the survey or the use of external data to assess and verify survey results.

To minimize the potential for nonsampling errors, the faculty and institution questionnaires (as well as the sample design, data collection, and data processing procedures) were field-tested with a national probability sample of 136 postsecondary institutions and 636 faculty members in 1992. To evaluate reliability, a subsample of faculty respondents were re-interviewed. An extensive item nonresponse analysis of the questionnaires also was conducted followed by additional evaluation of the instruments and survey procedures.[28] An item nonresponse analysis also was conducted for the full-scale surveys. See the *1993 National Study of Postsecondary Faculty: Methodology Report* [NCES 97–467] for a detailed description of the item nonresponse analysis.

In addition, for the full-scale survey, a computer-based editing system was used to check data for range errors, logical inconsistencies, and erroneous skip patterns. For erroneous skip patterns, values were logically assigned on the basis of the presence or absence of responses within the skip pattern whenever feasible, given the responses. Missing or inconsistent critical items were retrieved. Some small inconsistencies between different data elements remained in the data files. In these situations, it was impossible to resolve the ambiguity as reported by the respondent. All data were keyed with 100 percent verification of a randomly selected subsample of 10 percent of all questionnaires received.

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[26] U.S. Department of Education, National Center for Education Statistics, *A Note from the Chief Statistician*, No. 2, 1993.

[27] For an explanation of the Bonferroni adjustment for multiple comparisons, see Miller, Rupert G., *Simultaneous Statistical Inference* (New York: McGraw Hill Co.), 1981 or Dunn, Olive Jean, "Multiple Comparisons Among Means," *Journal of the American Statistical Association 56 (293),* (March, 1961), pp. 52–64.

[28] A complete description of the field test design and results can be found in Abraham, Sameer Y., *et al.*, *1992–93 National Study of Postsecondary Faculty: Field Test Report* (Washington, DC: U.S. Department of Education, National Center for Education Statistics [NCES:93–390]), February 1994.

Table A1.—Standard errors for table 7 percentage distribution of instructional faculty and staff, by race/ethnicity, employment status, institution type, and program area: Fall 1992

	Race/ethnicity				
Employment status, institution type, and program area	American Indian/ Alaskan Native	Asian/ Pacific Islander	Black, not Hispanic	Hispanic	White, not Hispanic
Part-time instructional faculty and staff	**0.11**	**0.32**	**0.38**	**0.36**	**0.61**
4-year institutions	0.11	0.49	0.61	0.33	0.87
Business, law, and communications	0.20	0.46	1.21	0.70	1.50
Humanities	0.08	0.62	0.86	0.90	1.39
Natural sciences and engineering	0.44	1.86	0.94	0.74	2.19
Social sciences and education	0.32	0.60	1.12	0.51	1.45
Vocational training	0.00	1.30	3.28	0.00	3.56
All other program areas*	0.16	0.97	1.06	0.56	1.57
2-year institutions	0.20	0.37	0.43	0.67	0.85
Business, law, and communications	0.29	0.81	1.11	0.84	1.60
Humanities	0.53	0.66	0.74	1.51	1.80
Natural sciences and engineering	0.68	0.79	0.80	0.71	1.51
Social sciences and education	0.38	0.94	1.30	0.92	1.60
Vocational training	0.09	0.76	1.03	2.29	2.55
All other program areas*	0.31	0.65	0.79	0.82	1.26
Full-time instructional faculty and staff	**0.06**	**0.25**	**0.39**	**0.18**	**0.52**
4-year institutions	0.06	0.29	0.47	0.19	0.59
Business, law, and communications	0.22	0.91	0.63	0.3	1.17
Humanities	0.11	0.52	0.54	0.41	0.82
Natural sciences and engineering	0.11	0.71	0.61	0.25	1.02
Social sciences and education	0.13	0.31	0.74	0.45	0.89
Vocational training	0.43	1.14	1.81	0.99	2.48
All other program areas*	0.10	0.56	0.57	0.33	0.82
2-year institutions	0.20	0.49	0.76	0.51	1.17
Business, law, and communications	0.94	0.62	1.29	1.03	2.10
Humanities	0.38	0.66	0.73	0.93	1.45
Natural sciences and engineering	0.54	0.94	0.69	0.78	1.67
Social sciences and education	0.57	0.77	1.39	1.68	2.34
Vocational training	0.38	1.41	1.30	1.37	2.27
All other program areas*	0.18	0.99	1.80	0.58	2.26

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table A2.—Standard errors for table 20 percentage distribution of instructional faculty and staff, by highest level of degree, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Highest degree			
	Ph.D. or first-professional degree	Master's	Bachelor's	Less than bachelor's
Part-time instructional faculty and staff	**1.08**	**0.98**	**0.70**	**0.52**
4-year institutions	1.71	1.46	1.01	0.24
Business, law, and communications	4.01	3.73	1.88	0.56
Humanities	2.62	2.62	1.00	0.22
Natural sciences and engineering	4.09	3.18	2.62	0.44
Social sciences and education	2.72	2.65	1.56	0.20
Vocational training	4.07	8.64	7.27	4.64
All other program areas*	3.47	2.80	1.55	0.60
2-year institutions	0.80	1.35	0.99	0.92
Business, law, and communications	2.63	3.29	2.70	1.54
Humanities	1.47	1.71	1.24	0.38
Natural sciences and engineering	1.54	2.58	1.98	1.45
Social sciences and education	2.11	2.68	1.98	0.66
Vocational training	0.63	2.71	3.77	3.96
All other program areas*	1.32	2.64	1.91	2.38
Full-time instructional faculty and staff	**0.81**	**0.69**	**0.25**	**0.18**
4-year institutions	0.70	0.63	0.19	0.09
Business, law, and communications	1.93	1.80	0.43	0.19
Humanities	1.24	1.17	0.34	0.09
Natural sciences and engineering	0.86	0.78	0.22	0.08
Social sciences and education	0.98	0.90	0.21	0.26
Vocational training	5.51	4.62	2.83	0.81
All other program areas*	1.48	1.32	0.46	0.21
2-year institutions	1.05	1.08	0.84	0.73
Business, law, and communications	2.22	2.55	1.84	0.83
Humanities	2.14	2.12	0.55	0.00
Natural sciences and engineering	1.91	2.20	2.16	0.55
Social sciences and education	2.42	2.55	1.04	0.43
Vocational training	1.40	3.20	3.55	4.32
All other program areas*	1.05	1.83	1.46	1.23

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table A3.—Standard errors for table 21 for percentage distribution of instructional faculty and staff, by whether current job is first job since highest degree, employment status, institution type and program area: Fall 1992

Employment status, institution type, and program area	First/only job since highest degree achieved	
	Yes	No
Part-time instructional faculty and staff	**0.42**	**0.42**
4-year institutions	0.62	0.62
Business, law, and communications	0.86	0.86
Humanities	1.73	1.73
Natural sciences and engineering	1.59	1.59
Social sciences and education	1.12	1.12
Vocational training	1.69	1.69
All other program areas*	1.28	1.28
2-year institutions	0.51	0.51
Business, law, and communications	0.79	0.79
Humanities	1.13	1.13
Natural sciences and engineering	0.88	0.88
Social sciences and education	1.44	1.44
Vocational training	1.06	1.06
All other program areas*	0.96	0.96
Full-time instructional faculty and staff	**0.52**	**0.52**
4-year institutions	0.58	0.58
Business, law, and communications	1.50	1.50
Humanities	1.29	1.29
Natural sciences and engineering	1.18	1.18
Social sciences and education	1.36	1.36
Vocational training	4.43	4.43
All other program areas*	1.18	1.18
2-year institutions	1.06	1.06
Business, law, and communications	2.57	2.57
Humanities	2.48	2.48
Natural sciences and engineering	1.96	1.96
Social sciences and education	2.20	2.20
Vocational training	3.81	3.81
All other program areas*	1.59	1.59

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Table A4.—Standard errors for table 35 percentage distribution of instructional faculty and staff who taught credit classes, by use of student presentations in undergraduate classes for credit, employment status, institution type, and program area: Fall 1992

Employment status, institution type, and program area	Student presentations		
	None	Some	All
Part-time instructional faculty and staff	**0.91**	**0.82**	**0.82**
4-year institutions	1.14	1.13	1.24
Business, law, and communications	2.64	3.11	2.93
Humanities	2.52	2.25	2.53
Natural sciences and engineering	2.76	2.41	3.08
Social sciences and education	2.48	2.79	3.38
Vocational training	9.28	8.76	10.52
All other program areas*	2.56	2.90	3.06
2-year institutions	1.18	1.19	0.92
Business, law, and communications	2.89	2.88	2.72
Humanities	1.79	2.24	2.23
Natural sciences and engineering	2.00	2.02	1.36
Social sciences and education	2.89	2.55	2.63
Vocational training	5.00	5.08	4.50
All other program areas*	2.79	2.82	2.54
Full-time instructional faculty and staff	**0.63**	**0.57**	**0.50**
4-year institutions	0.75	0.67	0.63
Business, law, and communications	2.01	2.06	1.82
Humanities	1.28	1.39	1.35
Natural sciences and engineering	1.45	1.38	0.90
Social sciences and education	1.51	1.50	1.33
Vocational training	4.57	5.41	4.98
All other program areas*	1.29	1.44	1.35
2-year institutions	1.18	1.11	0.84
Business, law, and communications	2.58	2.90	2.77
Humanities	2.16	2.12	1.92
Natural sciences and engineering	2.27	2.21	1.42
Social sciences and education	2.57	2.34	2.49
Vocational training	4.24	4.24	2.93
All other program areas*	2.40	2.58	1.68

*Includes individuals who did not designate a program area of instruction.

NOTE: This table includes only faculty and staff with instructional responsibilities for credit (e.g., teaching one or more classes for credit, or advising or supervising students' academic activities).

SOURCE: U.S. Department of Education, National Center for Education Statistics, 1993 National Study of Postsecondary Faculty (NSOPF:93).

Appendix B—Glossary

This glossary describes the variables used in this report. The items were taken directly from the NCES NSOPF:93 Data Analysis System, an NCES software application that generates tables from the NSOPF:93 data (see appendix A for a description of the DAS). The glossary is in order by the appearance of the variable in the tables of the report. The variable name in the DAS, shown in capital letters is displayed along the right-hand column.

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Any instructional duties for credit X01Z1

This derived variable was created to indicate whether respondents had any instructional duties for credit during the 1992 Fall Term at the institution from which they were sampled.

No
Yes

Full- or part-time employment at this institution A4

During the 1992 Fall Term, did this institution consider you to be employed part-time or full- time?

Part-time
Full-time

Institutional classification, 4-year versus 2-year X06Z0

This variable was used to identify the type of institution as either 4-year or 2-year.

4-year
2-year

Institutional classification, matches NSOPF: 93 X02Z0

This variable was used to identify type and control of institution according to a modified Carnegie classification. The 1994 Carnegie classification was used.

Public research	control=public and carnegie=11 or 12
Private research	control=private and carnegie=11 or 12
Public doctoral	control=public and carnegie=13, 14, or 52
Private doctoral	control=private and carnegie=13, 14, or 52
Public comprehensive	control=public and carnegie=21 or 22
Private comprehensive	control=private and carnegie=21 or 22
Private liberal arts	control=private and carnegie=31 or 32
Public 2-year	control=public and carnegie=40
Other	control=public and carnegie=31 or 32, or control=private and carnegie=40, or carnegie=51 or 53-65

Principal field of teaching X02A12

This derived variable was created from variable X02A12 and the discipline codes associated with this variable in order to identify the specific program area of a respondent's principal field of teaching.

Business, law, and communications	2=business, 3=communications, or 15=law
Humanities (English and literature; foreign languages; history; and philosophy and religion)	11=English and literature, 12=foreign languages, 13=history, or 14=philosophy and religion
Natural sciences and engineering	6=engineering, 16=biological sciences, 17=physical sciences, 18=mathematics, or 19=computer science
Social sciences and education	4=teacher education, 5=other education, 20=economics, 21=political science, 22=psychology, 23=sociology, or 24=other social sciences
Vocational training	25=occupationally specific programs
All other program areas	-1=missing, 1=agriculture and home economics, 7=fine arts, 8=first-professional health sciences, 9=nursing, 10=other health sciences, or 26=all other programs

Age, single years X01F52

This derived variable was created to report a respondent's age as of 1993 calculated from variable F52B (year of birth).

Age X03F52

This derived variable was created from the X01F52 age, and separates respondents over age 64 into two categories.

Under 35
35-44
45-54
55-64
65-70
71 or older

Gender F51

Male
Female

Race/ethnicity **X02F53**

This derived variable was created from variables X01F53 and F54 to categorize individuals into one and only one racial/ethnic category. In 1988 and 1993, respondents were asked to pick only one race category to identify themselves. They also were asked to identify if they were of Hispanic origin.

American Indian or Alaskan Native
Asian or Pacific Islander
Black, not of Hispanic origin
Hispanic
White, not of Hispanic origin

Citizenship **X03F57**

This derived variable was created to classify respondents as either citizens or non-citizens based on variable F57A.

Citizen
Non-citizen

Marital status and dependents **X01F55**

This derived variable was created to classify the family composition of respondents, by combining current marital status (variable F55) and number of dependents (variable E50).

Single with no dependents
Single with dependents
Married with no dependents
Married with dependents

Highest education level of parents **X01F58**

This derived variable was created to classify the parents of respondents according to their level of formal education. Values at SAS variable F58A (mother's formal education) and F58B (father's formal education) were added together, then divided by 2. A resulting value of 1 or 2 (equivalent to a high school diploma or less) was coded as "low" at X01F58, a value of 3 through 6 (equivalent to attending some college, or holding an Associate's, Bachelor's, or Master's degree) was coded as "medium" at X01F58, and a value of 7 or 8 (equivalent to a Ph.D. or first-professional degree) was coded as "high" at X01F58. (If either F58A or F58B was coded "don't know", then the higher coded response is used for the derived variable. If both were "don't know", then the derived variable was coded as "don't know.")

High
Medium
Low

Rank **X01A9**

This derived variable was created from variable A9 to identify a respondents academic rank, title or position at their sampled institution.

Full professor
Associate professor
Assistant professor
Instructor/lecturer
Other ranks/not applicable

Tenure status **X01A7**

What was your tenure status at this institution during the 1992 Fall Term?
Tenured and on tenure-track, but not tenured have been collapsed into one category.

Tenured, or on tenure-track
Not on tenure track, but institution has tenure system
No tenure system at this institution

Duration of contract **A8**

During the 1992 Fall Term, what was the duration of your contract or appointment at this institution? Individuals who answered that they were tenured on a previous question were included in the "other duration" category for this variable.

One academic term
One academic year
Limited number of years (two or more)
Unspecified duration
Other duration

Appointment **X01A11**

This derived variable was created to determine the type of appointment held by a respondent at their sampled institution in the Fall of 1992. SAS variables A11Z1 through A11Z7 were used to create this variable. Respondents who indicated that they had an acting, affiliate, adjunct, or visiting appointment on variables A11Z1 through A11Z7 are considered to have temporary appointments. All other respondents are considered to have regular appointments.

Regular
Temporary

Years held current job **X01A6**

This derived variable was created to indicate the number of years a respondent has been at the position held during the 1992 Fall Term at their sampled institution, based on the year began (SAS variable A6) subtracted from 1993.

Total number of jobs **B17A**

How many different jobs, other than your employment at this institution, did you have during the 1992 Fall Term? Include all outside consulting, self-owned business, and private practice.

Union status **X01C38**

This derived variable was created from SAS variable C38 and provides information about union membership and eligibility. "Union is available, but respondent is not eligible" and "union is not available at sampled institution" have been collapsed into one category.

Yes
No
Not eligible or union not available

Total household income **E49**

For the calendar year 1992, what was your total household income?

Total income of respondent from all sources **X06E47**

This derived variable was created to report the total amount of compensation from various sources that the respondent received during the 1992 calendar year.

Basic salary from institution **E47A**

How much compensation did you receive for your basic salary for the 1992 calendar year?

Institution total income except basic salary **E47F**

This derived variable was created to report total income other than basic salary from the sampled institution during the 1992 calendar year.

Outside income, consulting/freelance work **E47I**

How much were you compensated for outside consulting, consulting business or freelance work?

Total outside income, except consulting **X05E47**

This derived variable was created to report income from sources (other than outside consulting) outside the sampled institution for the 1992 calendar year.

Full-time employment unavailable **A4AB**

Did you hold a part-time position at this institution during the 1992 Fall Term because a full-time position was not available?

Part-time because part-time preferred **A4AA**

Did you hold a part-time position at this institution during the 1992 Fall Term because you preferred working on a part-time basis?

Part-time because finishing degree **A4AE**

Did you hold a part-time position at this institution during the 1992 Fall Term because you were finishing a graduate degree?

Part-time to supplement income **A4AC**

Did you hold a part-time position at this institution during the 1992 Fall Term because you were supplementing your income from other employment?

Part-time to be in academia **A4AD**

Did you hold a part-time position at this institution during the 1992 Fall Term because you wanted to be part of an academic environment?

Part-time for other reasons **A4AF**

Did you hold a part-time position at this institution during the 1992 Fall Term because of other reasons?

Highest degree **X01B16**

This derived variable was created in order to describe the highest degree or award achieved by a respondent.

Ph.D. or first-professional
Master's
Bachelor's
Less than bachelor's

First/only job since highest degree achieved **X06B16**

This derived variable was created to report whether a respondent's current position is the only position held since attaining the highest degree. This variable was created using SAS variables B16B1 (year highest or only degree received), B17A (number of different jobs during Fall 1992), B18A (main other current job), and SAS variables B19A1A and B19A1B (years most recent job was held).

Yes
No

Only employed at this institution **B17**

During the 1992 Fall Term, were you employed only at this institution, or did you also have other employment including any outside consulting or other self-owned business, or private practice?

Employed only at institution
Other employment

Employment status of other main job **B18C**

Was that job full-time or part-time?

Full-time
Part-time

Employment sector of other main job X01B18

This derived variable was created to indicate the employment sector of the main other job held by a respondent during the 1992 Fall term (SAS variable B18). Postsecondary institutions (2-year or 4-year) have been collapsed into one category; hospitals, foundations or government employment have been collapsed into one category; and elementary or secondary institutions, and other employment, have been collapsed into the "other" category.

Postsecondary institution
Hospital/foundation/government
Consulting/self-employment
For-profit business
Other

Primary responsibility of other main job X02B18

This derived variable was created to indicate whether the primary responsibility of a respondent in their other job was teaching, research or another activity using SAS variable B18B. Codes for technical activities, clinical service, community/public service, and administration have been collapsed into the "other" category.

Teaching
Research
Other

Undergraduate awards X01B14

This derived variable was created to collapse the five categories for academic honors received by a respondent (SAS variables B14Z1 to B1475) into one category in order to indicate whether the respondent reported receiving any academic honors.

Yes
No

Principal activity, modified X01Z2

This derived variable was created to indicate each respondent's primary activity at their sampled institution during the 1992 Fall term, based on variable Z2. Those respondents who answered that their primary activity was technical activities, clinical service, community/public service, on sabbatical, or other were coded as "other."

Teaching
Research
Administration
Other

Time spent on teaching **C37AA**

Respondents were asked to allocate their total work time in the Fall of 1992 (as reported in Question 36) into several categories. These categories are not mutually exclusive (e.g., research may include teaching; preparing a course may be part of professional growth). However, respondents were asked to allocate as best they could the proportion of their time spent in activities whose primary focus falls within the indicated categories. What percent of your work time do you spend teaching (including teaching, grading papers, preparing courses; developing new curricula; advising or supervising students; working with student organizations or intramural athletics)?

Time spent on research **C37AB**

What percent of your time do you spend in research/scholarship activities (including research; reviewing or preparing articles or books; attending or preparing for professional meetings or conferences; reviewing proposals; seeking outside funding; giving performances or exhibitions in the fine or applied arts; or giving speeches)?

Time spent on administration **C37AD**

What percent of your time do you spend in administration (including departmental or institution-wide meetings or committee work)?

Time spent on other activities **X04C37**

This derived variable was created to report the actual percentage of work time respondents spent in activities other than teaching, research or administration during the Fall of 1992, based on these variables: C37AC=Professional growth; C37AE=Outside consulting or free-lance work; C37AF=Service/other non-teaching work.

Average total hours per week worked **X01C36**

This derived variable was created by totaling variables C36a through C36d, which are concerned with hours spent at the following activities: C36a=All paid activities at this institution C36b=All unpaid activities at this institution C36c=Any other paid activities outside this institution (e.g., consulting, working on other jobs) C36d=Unpaid (pro bono) professional service activities outside this Institution.

Total classes taught **C22**

During the 1992 Fall Term, what was the total number of classes or sections you taught at this institution? Do not include individualized instruction, such as independent study or individual performance classes. Count multiple sections of the same course as separate classes, but not the lab section of a course.

Total hours/week teaching credit classes **X03C23**

This derived variable was created to provide a calculation of the total number of hours spent teaching per week in up to five classes for credit, by adding together the number of hours the respondent spent teaching each class. A maximum of five classes could be reported.

Total students taught in credit classes **X14C23**

This derived variable was created to provide a calculation of the total number of students taught for credit, by adding together the number of students reported for each class. (variables C23A2E through C23E2E). A maximum of five classes could be reported.

Total student contact hours/week in credit classes **X02C23**

This derived variable was created to provide a calculation of the total student contact hours per week with students in up to five classes for credit. For each class taught, the average number of hours per week the respondent taught the class was multiplied by the number of students enrolled in the class; the results were added together to obtain the total student contact hours in up to five classes for credit.

Level of students in classes for credit **X05C23**

This derived variable was created to report a respondent's level of classroom credit instruction. SAS variables C23A3 through C23E3 used in the creation of this variable deal with the primary level of students (in up to five courses taught for credit). Lower or upper division students as well as the category "all other students," are considered undergraduates. Graduate or any other post-baccalaureate students are considered graduate level students. Table 30 includes faculty who taught only undergraduate level classes or only graduate level classes. Table 31 includes faculty who taught only undergraduate level classes, only graduate level classes, or both.

Undergraduate
Both
Graduate

Total student contact hours/week in individualized instruction **X09C25**

This derived variable was created from variables C25B1 through C25B4 to report the total number of contact hours spent providing individualized instruction to students, regardless of level. Individualized instruction included independent study or one-on-one instruction, including working with individual students in a clinical or research setting.

Total regular scheduled office hours/week **C26**

During the 1992 Fall term, how many regularly scheduled office hours did you have per week?

Total informal contact hours/week with students **C27**

During the 1992 Fall Term, how much informal contact with students did you have each week outside of the classroom? Do not count individual instruction, independent study, etc., or regularly scheduled office hours.

Use of computational tools/software **C24A**

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use computational tools or software?

None
Some
All

Use of computer-aided instruction **C24B**

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use computer-aided or machine-aided instruction?

None
Some
All

Use of student presentation **C24C**

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use student presentations?

None
Some
All

Use of multiple choice midterm/finals **C24E**

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use multiple-choice midterm and/or final exams?

None
Some
All

Use of short answer midterm/finals C24G

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use short-answer midterm and/or final exam?

None
Some
All

Use of term/research papers C24H

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use term/research papers?

None
Some
All

Use of multiple drafts of written work C24I

In how many of the undergraduate courses that you taught for credit during the 1992 Fall Term did you use multiple drafts of written work?

None
Some
All

Any creative work, writing, or research C28

During the 1992 Fall Term, were you engaged in any professional research, writing, or creative works?

Yes
No

Rating of availability of research assistants C34C

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Research assistants]

Very poor
Poor
Good
Very good
Not available or not applicable

Rating of availability of personal computers **C34D**

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Personal computers]

Very poor
Poor
Good
Very good
Not available or not applicable

Rating of availability of computer networks with other institutions **C34F**

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Computer networks with other institutions]

Very poor
Poor
Good
Very good
Not available or not applicable

Rating of availability of audio-visual equipment **C34G**

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Audio-visual equipment]

Very poor
Poor
Good
Very good
Not available or not applicable

Rating of availability of classroom space **C34H**

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Classroom space]

Very poor
Poor
Good
Very good
Not available or not applicable

Rating of availability of office space **C34I**

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Office space]

Very poor
Poor
Good
Very good
Not available or not applicable

Rating of availability of secretarial support **C34K**

How would you rate each of the following facilities or resources at this institution that were available for your own use during the 1992 Fall Term? [Secretarial support]

Very poor
Poor
Good
Very good
Not available or not applicable

Satisfaction with job overall **D40I**

How satisfied or dissatisfied are you with the following aspects of your job at this institution? [My job here, overall] Very satisfied and somewhat satisfied have been collapsed into a "satisfied" category and very dissatisfied and somewhat dissatisfied have been collapsed into a "dissatisfied" category.

Satisfied
Dissatisfied

Satisfaction with workload **D40A**

How satisfied or dissatisfied are you with the following aspects of your job at this institution? [My workload] Very satisfied and somewhat satisfied have been collapsed into a "satisfied" category and very dissatisfied and somewhat dissatisfied have been collapsed into a "dissatisfied" category.

Satisfied
Dissatisfied

Satisfaction with job security **D40B**

How satisfied or dissatisfied are you with the following aspects of your job at this institution? [My job security] Very satisfied and somewhat satisfied have been collapsed into a "satisfied" category and very dissatisfied and somewhat dissatisfied have been collapsed into a "dissatisfied" category.

Satisfied
Dissatisfied

Satisfaction with advancement opportunity **D40C**

How satisfied or dissatisfied are you with the following aspects of your job at this institution? [Opportunity for advancement in rank at this institution] Very satisfied and somewhat satisfied have been collapsed into a "satisfied" category and very dissatisfied and somewhat dissatisfied have been collapsed into a "dissatisfied" category.

Satisfied
Dissatisfied

Satisfaction with salary **D40F**

How satisfied or dissatisfied are you with the following aspects of your job at this institution? [My salary] Very satisfied and somewhat satisfied have been collapsed into a "satisfied" category and very dissatisfied and somewhat dissatisfied have been collapsed into a "dissatisfied" category.

Satisfied
Dissatisfied

Satisfaction with benefits **D40G**

How satisfied or dissatisfied are you with the following aspects of your job at this institution? [My benefits, generally] Very satisfied and somewhat satisfied have been collapsed into a "satisfied" category and very dissatisfied and somewhat dissatisfied have been collapsed into a "dissatisfied" category.

Satisfied
Dissatisfied

Opinion about research rewarded more than teaching **F59C**

Please indicate the extent to which you agree or disagree with each of the following statements. [At this institution, research is rewarded more than teaching.] Agree strongly and agree somewhat have been collapsed into an "agree" category and disagree strongly and disagree somewhat have been collapsed into a "disagree" category.

Agree
Disagree

Opinion about teaching as promotion criteria **F59A**

Please indicate the extent to which you agree or disagree with each of the following statements. [Teaching effectiveness should be the primary criterion for promotion of college teachers at this institution.] Agree strongly and agree somewhat have been collapsed into an "agree" category and disagree strongly and disagree somewhat have been collapsed into a "disagree" category.

Agree
Disagree

Opinion about research as promotion criteria **F59B**

Please indicate the extent to which you agree or disagree with each of the following statements. [Research/publications should be the primary criterion for promotion of college teachers at this institution.] Agree strongly and agree somewhat have been collapsed into an "agree" category and disagree strongly and disagree somewhat have been collapsed into a "disagree" category.

Agree
Disagree

Opinion about choosing an academic career again **F59G**

Please indicate the extent to which you agree or disagree with each of the following statements. [If I had it to do over again, I would still choose an academic career.] Agree strongly and agree somewhat have been collapsed into an "agree" category and disagree strongly and disagree somewhat have been collapsed into a "disagree" category.

Agree
Disagree

Opinion of undergraduate education at this institution **YF60G**

Please indicate your opinion regarding whether the quality of undergraduate education at this institution has worsened, stayed the same, or improved in recent years at this institution.

Worsened
Stayed the same
Improved

Opinion of institution meeting student needs' **YF60D**

Please indicate your opinion regarding whether the ability of this institution to meet the educational needs of entering students has worsened, stayed the same, or improved in recent years at this institution.

Worsened
Stayed the same
Improved

Opinion of atmosphere for free expression **YF60H**

Please indicate your opinion regarding whether the atmosphere for free expression of ideas has worsened, stayed the same, or improved in recent years at this institution.

Worsened
Stayed the same
Improved

Opinion of competence of those entering field **YF60C**

Please indicate your opinion regarding whether the professional competence of individuals entering my academic field has worsened, stayed the same, or improved in recent years at this institution.

Worsened
Stayed the same
Improved

Opinion of junior faculty advancement in field **YF60B**

Please indicate your opinion regarding whether the opportunities that junior faculty have for advancement in my field has worsened, stayed the same, or improved in recent years at this institution.

Worsened
Stayed the same
Improved

Opinion of pressure to increase workload **YF60F**

Please indicate your opinion regarding whether pressure to increase the faculty workload at this institution has worsened, stayed the same, or improved in recent years at this institution.

Worsened
Stayed the same
Improved

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